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ABSTRACT

This report describes major activities and accomplishments of the Arkansas Rehabilitation Research & Training Center on Enhancing Employability of Individuals with Disabilities from August 5, 1994 through May 14, 1996. The Center has a 5-year contract in the priority area of enhancing employability of individuals with severe disabilities. The mission, goals, and objectives are outlined and related to the six priority areas of the National Institute on Disability and Rehabilitation Research (NIDRR), and the programmatic strategies for achieving the objectives and goals are discussed. Outcome goals are identified in the areas of information access, service delivery, and employment. The project's 21 research projects are grouped by NIDRR priority areas with each objective listed and the specific projects addressing the objective summarized. Brief individual research project progress reports are included. The dissemination of information conducted by the project is reviewed with publications, presentations, and materials development and distribution listed. Each training and/or education program provided by the project is described. Also described is the technical assistance given by the center and its service and outreach activities. Supplemental projects are also reviewed. Consumer/constituent feedback on the center's activities is provided. A list of the faculty, staff, and members of the National Advisory Council is included. (CR)

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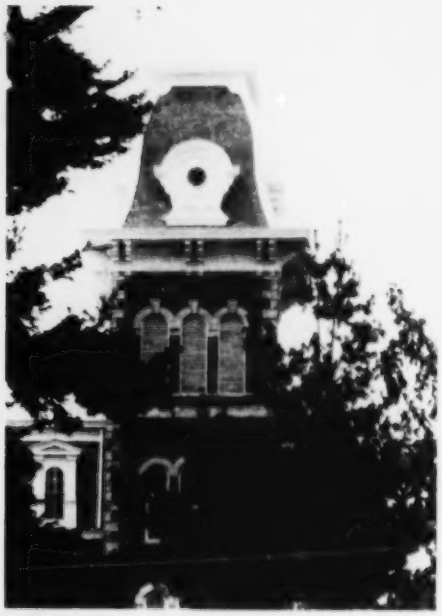
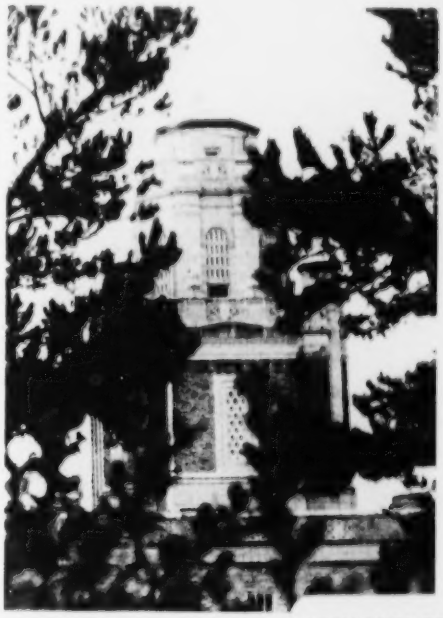


Annual Report

Number Thirty-One

Arkansas Rehabilitation Research & Training Center

On Enhancing Employability Of Individuals With Disabilities



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Rehabilitation Research & Training Center
on Enhancing Employability of People
with Disabilities

Roy C. Farley, Ed.D., Director
105 Reserve Avenue
Hot Springs, AR 71902
501-624-4411 (Voice/TDD)
501-624-3515 (Fax)
rfarley@comp.uark.edu (E-mail)

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Aug. 5, 1994 - May 14, 1996

Current Budget Period

Aug. 5, 1995 - Aug. 4, 1996

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Project Summary

Project Summary

Introduction

The University of Arkansas received funding for a five-year cycle beginning August 5, 1993 to operate a research and training center in the priority area, Enhancing Employability of Individuals with Severe Disabilities. This report provides information about the activities, accomplishments, and outcomes of the center in meeting its objectives. Performance is reported for the period August 5, 1994 through May 14, 1996.

Center Mission, Goals, and Objectives

The mission of the Center is to maximize employment preparation and outcomes for people with disabilities. Outcome goals have been established in the following areas:

1) Information access - improve the access to and use of employment-related information and products,

2) Service delivery - improve the capacity of the disability service delivery system to more effectively and efficiently provide employment-related services,

3) Employment - improve the employment preparation and career status of people with disabilities.

Objectives that are supportive of these goals are to: 1) generate new knowledge, ideas, and information related to the employability development and employment of people with disabilities, 2) disseminate that information to a wide audience, and 3) facilitate its utilization in a variety of settings.

Programmatic Strategies for Achieving Objectives and Goals

The Center operates five high quality comprehensive and interrelated programs to assist in achieving its objectives, goals, and mission. They are:

1) A research program designed to generate new employment-related knowledge and information. Activities contribute to the achievement of Objective 1 and all goals.

2) A dissemination program designed to transfer new employment-related knowledge and information to the widest possible audience utilizing a variety of strategies. Activities contribute to the achievement of Objectives 2 and 3 and all goals.

3) A training and education program designed to impact the knowledge, skills, and attitudes of the Center's target audiences. Activities facilitate the achievement of Objectives 2 and 3 and all goals.

4) A technical assistance program designed to provide individualized assistance to the target audience on the implementation and utilization of new employment-related

information and products. Activities contribute to the achievement of Objective 3 and all goals.

5) A service and outreach program designed to strengthen ties and expand cooperative and collaborative activities with its constituency groups. Activities contribute to the achievement of Objectives 2 and 3 and all goals.

Priority Focus Areas

Research, dissemination, training and education, and technical assistance activities are carried out focusing on the following priority areas consistent with the six absolute priorities established by the National Institute on Disability and Rehabilitation Research (NIDRR) and published in the Request for Proposals to which the Center responded and was funded. They are:

1) Service Delivery Collaboration

2) Career Exploration and Preparation for Students With Disabilities

3) Community-based Employment Strategies

4) Empowerment Skills, Knowledge, and Services

5) Strategies for Improving the Vocational Rehabilitation Process

6) Employability Information Dissemination and Utilization

The following project status section provides information about the activities and results of the programmatic strategies to achieve the Center's objectives and documents the progress, accomplishments, and outcomes of the center.

Project Status

Project Status

Summary of Significant Accomplishments

The center continues to be a national and international resource in the area of enhancing the employability development and employment outcomes for people with disabilities. This section summarizes some of the significant accomplishments during this reporting period that relate to the center's objectives and goals.

Objective 1: Generation of new knowledge, ideas and information on employability development and employment outcomes.

Faculty members are conducting research in six priority areas which include twenty-one projects. Significant progress was made on each during this period. All are in varying stages of generating new knowledge with details presented in the section on research and in the research project progress reports.

In priority area I, service delivery collaboration, researchers note that collaboration does not occur naturally and information is being generated resulting in a strategy that will facilitate communication and collaboration among community entities. Currently, this strategy is being implemented and tested in a pilot community.

In research priority II, career exploration and preparation for students with disabilities, researchers have translated information into a number of strategies and interventions designed to facilitate the transition from school to work process. For example, strategies to improve the quality of individualized education plans have been developed, as well as a career education model. Curriculum related to the model has been adopted in pilot schools with positive outcomes. A community-based referral system useful for schools in referring youth to community resources has been developed and an intervention to train youth who are deaf has been demonstrated to have a number of positive outcomes related to employment, education and disability issues.

In priority area III, community-based employment strategies, information has been generated, resulting in a strategy for implementing employment preparation programs/ clinics in community settings. This strategy has been disseminated and taught to a number of service providers and has currently been implemented in a variety of settings to include schools, community rehabilitation programs, and in a large comprehensive rehabilitation facility. Preliminary data reveal a number of positive employment-related outcomes.

Information has been gathered from employers demonstrating the importance of job accommodation issues and a job analysis technique developed for service providers. Variables related to job satisfaction have been identified.

In priority area IV, empowerment skills, knowledge, and services, a multifaceted definition of empowerment has been developed and an instrument to measure empowerment is nearing completion. A number of intervention programs and strategies that promote empowerment are being developed. A protocol of the personal careers - planning intervention has been tested with positive results. Also, a protocol of a career decision-making intervention with individuals from minority backgrounds has demonstrated positive outcomes. A strategy for empowering consumers in employment programs is also in process.

In priority area V, strategies for improving the vocational rehabilitation process, an assessment strategy for streamlining the eligibility process and assisting with order of selection issues has been demonstrated to be useful to service providers. A number of computer-generated planning tools are in various stages of completion. Information related to the quality of employment counseling, job placement, and postemployment services is being generated. Self-employment is another area in which information is currently being generated.

In priority area VI, employability information and utilization, information continues to be gathered, disseminated, and customer reaction obtained.

Objective 2: Dissemination of employability development and employment-related information.

Multiple strategies proved successful in transferring information to a wide audience. 11 exhibits at 11 national, regional, state, and local meetings introduced center products to an estimated audience of over 3,404. Faculty also delivered 52 presentations at 44 national, regional, state, and local meetings. 18,531 products were disseminated worldwide through the Materials Development and Dissemination Center and an unknown number through secondary dissemination units across the country. 88 manuscripts were published by faculty in a variety of outlets. Details of those dissemination efforts can be found in the section on dissemination. In addition , 95 training and educational activities were conducted which were designed to disseminate new information, as well as contribute to objective 3 below.

Objective 3: Utilization of employability development and employment-related information.

Faculty delivered 1,029.5 hours of instruction to 1,239 trainees in 95 training programs designed to impact the knowledge, skills and attitudes of target audiences and facilitate the utilization of center-generated new knowledge and information. Details are

found in the section on Training and Education, and the Training Project Progress Reports. In addition, technical assistance was provided to participants of training programs and recipients of center products to assist with the implementation and utilization of information, materials, and products. The section on customer feedback indicates that information and products generated by the center are being used in a variety of settings with positive reaction and results.

Research

Introduction

The research program is designed to generate new knowledge, ideas, and information related to employability development and employment. Six comprehensive research programs with twenty-one interrelated research projects are being conducted by the RTC. The research programs parallel the six priority statements established by NIDRR and are discussed in the grant application on pages 15-21, with project descriptions on pages 54-160. The six research priorities, their objectives, and projects are as follows:

Research Priority I - Service Delivery Collaboration

Objective

Develop and evaluate model programs involving collaborative efforts of multiple service delivery systems including private and state rehabilitation agencies, independent living programs, and community facilities to promote employment readiness, vocational skills, and positive work habits that will enhance the employability of individuals with disabilities.

Projects

RI-A A National Survey to Identify Model Programs of Collaboration Involving Multiple Service Delivery Systems, Consumers, and Other Community Entities

RI-B Development of a Community-Based Model Collaborative Association Involving Persons with Disabilities, Vocational Rehabilitation Service Providers, and Selected Resource Persons

RI-C Evaluation of the Consequences of Community-Based Collaboration on Employment Services

Research Priority II - Career Exploration and Preparation for Students with Disabilities

Objective

Identify, develop, and evaluate techniques to promote career awareness and career exploration in young persons with disabilities, using strategies that involve special education, secondary education, vocational education, transition programs, and youth manpower programs.

Projects

RII-A Inclusion of Career Awareness and Exploration Objectives in Educational Planning

RII-B Instruction of Students with Disabilities in Career Awareness and Exploration Using Strategies that Involve Special Education, Vocational Education, Transition Programs, and Youth Manpower Programs

RII-C Involvement of Special Education, Secondary Education, Vocational Education, Transition Programs, and Youth Manpower Programs in Coordinated Career Services to Students with Disabilities

RII-D Development of a Policy Options Database and a Study of IEPs in Demonstration and Nondemonstration Sites

Research Priority III - Community-Based Employment Strategies

Objective

Identify, develop and evaluate the best practices for enhancing employability, involving special education, adult and vocational education, secondary education, transition programs, and other manpower training programs, and develop and test community-based employment planning and advancement strategies for all persons with disabilities, with emphasis placed on those individuals with various severe disabilities.

Projects

RIII-A Demonstrating the Effects of a Community-Based Employability Enhancement Clinic Serving Referrals from Secondary and Adult Education, Transition Programs, and Other Manpower Training Programs

RIII-B Characteristics of Persons with Severe Disabilities Who Excel in Independent Living and Career Development

RIII-C Utilizing a Community-Based Advocacy Group (the local Multiple Sclerosis Society) to Improve the Employment Retention and Advancement Capabilities of People with Severe Disabilities

Research Priority IV - Empowerment Skills, Knowledge, and Services

Objective

Identify skills and knowledge required to empower consumers of employment-related services and develop and demonstrate model services emphasizing consumer choice and self-advocacy in planning for and gaining access to education and training programs that can improve their employment skills.

Projects

RIV-A Measurement of Empowerment: Development of an Instrument to Assess Individual Status

RIV-B Personal Careers Planning: Enhancing Self-Direction of the Vocational Planning Process

RIV-C Empowering Individuals with Disabilities from Minority Backgrounds Thrpugh Training in Career Decision-Making

RIV-D Promoting Client Empowerment and Involvement During the Rehabilitation Intake and Program Development Process

Research Priority V - Strategies for Improving the Vocational Rehabilitation Process

Objective

Develop and evaluate the effectiveness of new and emerging technology for improving a) eligibility determinations, b) vocational assessment, c) job preparation, d) job placement

Projects

RV-A Analysis of a Statewide Database to Address Fundamental Issues in VR Eligibility Determination

RV-B Translating Vocational Assessment Data into Implications for Job Counseling and Placement Via Computer-Generated Reports

RV-C Demonstration of Technologies to Improve Job Preparation Skills of Rehabilitation Counselors

RV-D Demonstration of Technologies to Improve Job Placement Skills of Rehabilitation Counselors

RV-E Self-Employment for People with Disabilities

RV-F Technology Assistance Services: A Research and Service Project

Research Priority VI - Employability Information Dissemination and Utilization

Objective

Collect, maintain, and disseminate information on issues related to employability of all individuals with disabilities

Projects

RVI-A Establishment and Operation of a Technical Assistance and Dissemination Center in Employability Enhancement for Persons with Disabilities

The following section provides information on the progress of each project during this reporting period.

Research Project Progress Reports

Priority Area I: Service Delivery Collaboration

I. Research Project R-IA

A. Title: A National Survey to Identify Model Programs of Collaboration Involving Multiple Service Delivery Systems, Consumers, and Other Community Entities

B. Project Dates: August 5, 1993 - August 4, 1995

C. Project Status: Completed

D. Grant Application Reference: Pages 60-63

II. Faculty

A. Principal Investigator: Bob Means, Ph.D.

III. Project Description

This project was initially designed to identify community-based programs addressing the preparation and employment of persons with disabilities that involve multiple service delivery systems in ongoing collaborative efforts that were judged to be "model" programs by those who were familiar with them.

The results of a pilot survey in which no programs meeting survey criteria were located resulted in the project objectives being revised. Consistent with the activities of the provider association described in Project R-IB, the focus of the survey was turned to identifying community-based programs supporting the career related transportation needs of persons with disabilities. The objective of this effort was to identify exemplary service responses to career-related transportation needs which could be considered for use in project R-IIB, as well as contribute to the repository of employment enhancement interventions described in project R-VIA.

IV. Progress Report

A. Activities, Accomplishments & Outcomes:

The literature review was completed. A recently published document entitled "Issues in Rural Independence & Transportation" produced by ILRU (Independent Living Research Utilization) was located which included a literature review on transportation, identified and described model programs

as well as gave recommendations for communities addressing the transportation needs of persons with disabilities. A second document entitled "Coordinating Transportation: Models of Cooperative Arrangements" produced by the U.S. Department of Health & Human Services which provided models and guidelines for implementing coordinated transportation service was also secured. These documents largely satisfied the informational needs on transportation for the activities of the providers association described in project R-IB.

B. Unanticipated Problems and Project Changes

None.

I. Research Project R-IB

A. Title: Development of a Community-Based Model Collaborative Association Involving Persons With Disabilities, Vocational Rehabilitation Service Providers, and Selected Resource Persons

B. Project Dates: January, 1994 - August 4, 1997

C. Project Status: Continuing

D. Grant Application Reference: Pages 64-70

II. Faculty

A. Principal Investigator: Bob L. Means, Ph.D.

III. Project Description

The goal of this project is to produce a method to engage community-based rehabilitation service providers, persons with disabilities and selected others (who are directly involved in or influence employment-related services and support) in a process of collaborative needs assessment, planning, and service provision in response to identified employment needs. The result will be a process for the establishment and maintenance of a collaborative association or a group of persons working together to best meet the employment needs of persons with disabilities within the community. The method employed to develop guidelines for the establishment of community-based collaborative activities is the development of a pilot in one community.

IV. Progress Report

A. Activities, Accomplishments, & Outcomes:

1. The Providers Association was successfully organized. Community-based rehabilitation service providers demonstrated a positive attitude toward the offer of an opportunity to increase communication and collaboration during the meetings of the project director with each of the targeted rehabilitation service providers. Ten meetings of the Providers Association have been held to date.

2. Primary members of the association are: the Hot Springs Rehabilitation Center, the Rehabilitation Services field office, First Step School (a school for individuals with developmental disabilities), Abilities Unlimited, the Area Agency on Aging, The Department of Human Services, Small Work Group

Therapy, the Community Mental Health Center, the Mental Health Association in Garland County and Southwest Area Independent Living Services (an independent living center). Other participants who are not specifically concerned with employment services but participate in the Providers Association (PA) are the Director of the Volunteer Center and a person with the designated title "Community Facilitator" from the Department of Health.

3. The initial meeting of the Providers Association was primarily an educational meeting to orient participants to the project and the literature on community development. During the first meeting of the Providers Association a sub-committee was elected to develop a proposal for the activities of the Providers Association. This proposal was submitted to the total Providers Association membership at the second meeting. The generally agreed upon guidelines for the structure and process of the Providers Association were:

a. the meetings would be lunch meetings,

b. each of the providers would sponsor a lunch at their facility and provide an introduction to their services and staff,

c. the meetings would be scheduled for 2 hours,

d. each meeting would involve time allocated to general communication, the identification of barriers to employment services/employment and planning to respond to the barriers, and

e. minutes of each meeting would be recorded and distributed.

4. Each of the ten meetings basically followed the structure presented above. During each of the meetings the group became better oriented to the hosting organization. Much of the discussion was "open" discussion and typically included topics of immediate concern relative to community needs and happenings. The project director, who served as meeting facilitator/leader, emphasized the selection of items for action and planning to meet those needs. After several meetings, one additional activity was added to the Providers Association agenda. Other community resources that might be utilized or coordinated with were individually invited to attend the Providers Association and present an overview of their service program, while familiarizing themselves with the Providers Association. Included among those visitors to the Providers Association meetings were representatives from 1) a local teen activity center, 2) a work placement program for welfare recipients, and 3) a group of service providers developing a grant in support of families. This aspect of the Providers Association is expected to continue.

5. The first activity selected for collaborative action by the Providers Association was transportation. A group of volunteers provided by the Volunteer Center was selected to study the problem and make recommendations to the Providers Association for their action. Two surveys were conducted in support of this activity. One targeted the providers perception of priority transportation needs relative to their service provision and the second was conducted with consumers in the community. Several possible responses to some of the transportation barriers were developed by the volunteer committee and are currently being considered for action.

6. Several additional need areas were selected for action by the Providers Association. Examples of those include: the establishment of an outreach program, the establishment of a community group targeting services to mental health consumers and the utilization of interns. The consequences of the Providers Association's activities are reported comprehensively in Project R-IC.

7. The initial activities of this project have demonstrated that community-based activities concerned with the employment of persons with disabilities can be engaged in a consortium targeting increased communication and collaborative action. A basic approach to the initial establishment of a Providers Association has been developed and could serve as guidelines for the establishment of collaborative organizations in other communities. It remains to be seen if the Providers Association will be maintained independent of the project directors involvement and/or if self chosen existing community development facilitators will be able to initiate and maintain effective Providers Associations in their locals.

8. A detailed journal documenting the Providers Association and related activities has been maintained which will serve as the basis for "Guidelines" document supportive of implementing collaborative activities in other communities.

9. Several activities have been conducted to disseminate initial findings and to promote the concept of community collaboration. Those activities are:

a. A presentation entitled "Community Development" was presented to the Arkansas Chapter of the National Rehabilitation Association in Hot Springs, AR.

b. A presentation entitled "Community Collaboration to Promoting Employment of People with Disabilities" was presented on Channel 5 in Hot Springs, AR.

c. A presentation entitled "Community Collaboration to Promoting Employment of People with Disabilities" was presented on KZNG radio in Hot Springs, AR.

d. A presentation entitled "Community Collaboration: Considerations in Working Together" was presented at the International Association of Psychosocial Rehabilitation Services Conference in Albuquerque, NM.

e. A presentation entitled "Community Collaboration Targeting Employment of Persons with Disabilities" was presented at the Great Plains Regional Conference of the National Rehabilitation Conference in Omaha, NE.

B. Unanticipated Problems and Project Changes

None

I. Research Project R-IC

A. Title: Evaluation of the Consequences of Community-Based Collaboration on Employment Services

B. Project Dates: August 5, 1994 - August 4, 1998

C. Project Status: New

D. Grant Application Reference: Pages 71-75

II. Faculty

A. Principal Investigator: Bob L. Means, Ph.D.

B. Other Project Staff: Virginia Anne Johnson, Ed.D.

III. Project Description

This project is designed to assess the consequences of the activities described in Project IB (i.e. the development of a collaborative association) on the scope and quality of vocationally-related services in the pilot community.

IV. Progress Report

A. Activities, Accomplishments & Outcomes:

1. Consistent with the activities of project R-IB and the "changes in plan" described in this report, the evaluation of the consequences of the Providers Association focuses on the description of the outcomes of activities initiated by the Providers Association. Presented first are the most general and global consequences.

- It does appear feasible to engage rehabilitation service providers in collaborative activities. Attendance at the meetings has been 73%. Only one provider has missed more than two meetings in a row.

- It was initially projected that a significant percentage of persons with disabilities who were seeking career development outcomes could be engaged as an advocacy group which would coordinate and collaborate with the Providers Association. Several different methods to develop a registry of persons with disabilities with employment goals were initiated with insignificant response. Currently, the local Independent Living Program serves on the Providers Association and represents persons with disabilities.

- Communication has increased among the providers and increased understanding of each others' services has occurred as a direct result of the on-site educational aspect of the Providers Association meetings. Methods to objectively measure the perceived degree of increased communication will be developed.

2. More specific outcomes arising from activities selected for action in the Providers Association are reported.

- The Providers Association first selected transportation as a primary barrier to preparation for and maintenance of employment that they wished to address. The local Volunteer Center was contacted and nine volunteers from the community having some expertise related to planning a community response to the transportation needs of persons with disabilities volunteered to participate on a task force charged with examining the needs and making recommendations to the Providers Association. Four meetings of the task force were held during the reporting period. Two surveys, one with the providers themselves representing their clientele and one targeting persons with disabilities in the community, were completed. The surveys focus on: 1) the degree to which transportation needs were met, 2) the types of transportation needs, 3) schedules, 4) needed routes, and 5) special accommodation needs. Summarily, the survey results suggest persons with disabilities in the demonstration community have a wide array of unmet transportation needs, including problems in getting to work preparation and work. Evening transportation (i.e., after hours for public transportation) posed a significant transportation need. The task force on transportation developed recommendations which were submitted to the Providers Association for action.

- A joint outreach campaign was carried out. Media involved were radio, television and the local newspaper. A subcommittee is currently examining the possibility of a collaborative 1-800 number for the purpose of information and referral.

- Several members of the Providers Association were especially interested in better coordination of services for mental health clients. The local Independent Living Center (ILC) agreed to sponsor community meetings through their advocacy program to explore the types of collaborative activities that might be undertaken. Two meetings of this group have been held.

3. In addition to the formal selection of topics for action by the Providers Association, a number of positive outcomes have occurred simply as a consequence of the increased understanding and communication among those involved in the Providers Association. Examples of some of these outcomes are listed.

- The local ILP established an evening Independent Living Program at one of the service centers.
- A "Directors Support Group" was formed.
- A van lift was donated to the local ILP as a result of a radio interview concerning the Providers Association activities.
- An attorney who was serving on the volunteer task force on transportation provided free legal consultation through the ILP.
- An internship program for graduates of rehabilitation vocational training programs was initiated at two service sites.
- The Hot Springs community has established a "Community Committee" through the Bureau of Community Health Services. This organization was developed to plan for and implement services targeting diverse health issues and needs. The Providers Association has been designated as the subcommittee on disability concerns for the community committee.

B. Unanticipated Problems and Project Changes

This project serves as the evaluation component for the consequences of collaborative activities implemented within Project R-IB. The major change is from measurement of consequences on individual consumers to measurement of programmatic service changes resulting from the activities of the Providers Association. This change was necessitated by the Providers Association opting to address programmatic needs common to a significant portion of persons with disabilities in the community.

Priority Area II: Career Exploration and Preparation for Students with Disabilities

I. Research Project R-IIA

A. Title: Inclusion of Career Awareness and Exploration Services for Students with Disabilities

B. Project Dates: August 5, 1994 - August 4, 1998

C. Project Status: New

D. Grant Application Reference: Pages 81-84

II. Faculty

A. Principal Investigator: Richard T. Roessler, Ph.D.

B. Other Project Staff: Kay Schriner, Ph.D.

III. Project Description

The goal of this project is to develop and demonstrate a method for identifying and including career awareness, exploration, and preparation objectives in educational plans such as the Individualized Education Plan (IEP).

IV. Progress Report

A. Activities, Accomplishments, & Outcomes:

1. An IEP Rating Form was developed to evaluate the transition content of IEPs, (e.g., the number and type of adult outcomes and referrals to adult agencies).

2. The rating form includes the following sections: background information, IEP/ITP participants, and ITP content (student needs, transition outcomes, daily living skills, and person/agency responsible for delivering supports and services).

3. In a pilot test, data were collected using the IEP rating form with 10 IEPs from two high schools in northwest Arkansas. Inter-rater reliability was .97.

4. Staff collected data on 68 IEPs from two large high schools in an urban area, one school in the Transition Project (n=35) and one comparison school not in the project (n=33).

5. No significant differences were noted between the two schools' IEPs.

6. Plans from both settings were noticeably deficient regarding the following transition priorities:
   a. Parents and students did not attend more than 30% of the team meetings.
   b. Approximately 80% of the plans did not address postsecondary education planning.
   c. 43% of the plans did not discuss employment goals.
   d. A majority of the plans (66%) did not cover residential options for students.

7. These findings are reported in a longer report entitled "Assessing the Impact of the Arkansas Transition Project: An analysis of Individualized Transition Plans" which will be abstracted for a journal publication.

8. The IEP Rating Form is available as a product of the RTC.

B. Unanticipated Problems and Project Changes:

None

I. Research Project R-IIB

A. Title: Instruction of Students with Disabilities in Career Awareness and Exploration Using Strategies that Involve Special Education, Vocational Education, Transition Programs, and Youth Manpower Programs

B. Dates: August 5, 1993 - August 4, 1996

C. Status: Completed

D. Grant Application Reference: Pages 85-87

II. Faculty

A. Principal Investigator: Richard T. Roessler, Ph.D.

III. Project Description

The goal of this project was to improve the career awareness, exploration, and preparation outcomes of youth with disabilities via curricular innovations (Life Centered Career Education) requiring collaboration among educational and adult service agencies.

IV. Progress Report

A. Activities, Accomplishments, & Outcomes:

1. Members of the Arkansas Transition Project adopted the career education model used in the project for IEP/ITP planning. Objectives in the career education curriculum are listed on an IEP planning tool used by special education teachers in the Transition Project.

2. The principal investigator consulted with a special education teacher in Greenbrier, AR, regarding implementation and evaluation of competencies (17 exploring occupation options, 18 selecting occupational options, 19 exhibiting appropriate work habits, and 20 seeking, securing, and maintaining employment with Greenbrier students).

3. Data from the Greenbrier School District demonstration was analyzed in terms of pre/post gains of the participating special education students as well as a comparison of their posttest scores on career education knowledge and performance and vocational identity with a comparison group of nondisabled students in vocational and home economic classes. Special education students in the project gained significantly on

performance measures of occupational guidance and preparation competencies. Results from the study were published in the Rural Special Education Quarterly.

6. Hamburg, Magnolia, and Sheridan, Arkansas School Districts participated in Life-Centered Career Education teacher training workshops conducted by the principal investigator.

B. Unanticipated Problems and Project Changes:

This project was originally projected to be a five-year project using a large sample of students. However, the goals of the project have been completed in three years utilizing smaller samples. The Life-Centered Career Education curriculum innovations have been demonstrated to result in improved career awareness, exploration and preparation. The results are published in the Rural Special Education Quarterly.

I. Research Project R-IIC

A. Title: Involvement of Special Education, Secondary Education, Vocational Education, Transition Programs, and Youth Manpower Programs in Coordinated Career Services to Students with Disabilities

B. Dates: August 5, 1993 - August 4, 1997

C. Status: Continuing

D. Grant Application Reference: Pages 88-91

II. Faculty

A. Principal Investigator: Richard T. Roessler, Ph.D.

B. Other Project Staff: Kay Schriner, Ph.D.

III. Project Description

The goal of this project is to develop and demonstrate a community-based referral system that involves school, local facilities, and adult agencies in students' transition plans. The system includes forms for making and tracking referrals of students made by school personnel to various community resources. A computer database exists which can be accessed via a spreadsheet software program.

IV. Progress Report

A. Activities, Accomplishments, & Outcomes:

1. The Journal of Vocational Rehabilitation has accepted two articles describing the referral monitoring system.

2. The first article describes the development and components of a referral database management system (DBMS). The second article reports on an evaluation of the system and is currently underway (see #6).

3. Currently, data entry on student referrals is complete through the 1995-96 school year.

4. Reports based on Paradox software and graphic software, such as Atlas Mapping, are produced on a regular basis.

5. The research staff described operation of the referral monitoring system at the National Transition Project Directors' Meeting in Washington, D.C., on June 8, 1995.

6. Data analyses are underway to examine the extent to which system operation has improved over the past four years. Hypotheses for this research are as follows:

   a. The time from referral to agency response should decrease.
   b. Acceptance rates for referrals should increase because the schools have greater familiarity with the agencies.
   c. The frequency rate of agency denials for unjustified or unspecified reasons should decrease. A denial is considered justified if the student does not meet an agency's eligibility criteria, the student has been referred for services not provided by the agency, or the student fails to complete the application process.
   d. The number of referrals per student should increase.
   e. Students with more severe or with multiple disabilities should have more referrals over time and more referrals than students with less severe disabilities.
   f. The average age of students referred should decrease.
   g. The acceptance rate for younger students should increase.
   h. The number of students, schools, and agencies in the database should increase.

7. The final step in this project involves the development of an operations manual.

B. Unanticipated Problems and Project Changes:

None

I. Research Project R-IID

A. Title: Development of a Policy Options Database and a Study of IEPs in Demonstration and Nondemonstration Sites

B. Dates: August 4, 1994 - August 4, 1997

C. Status: Continuing

D. Grant Application Reference: Pages 92-93

II. Faculty

A. Principal Investigator: Kay Schriner, Ph.D.

B. Other Project Staff: Virginia Johnson, Ed.D.
Barbara Gartin, Ph.D., Professor of Special Education
Cheryl Reed, Graduate Student in Rehabilitation
Yvette Getch, Graduate Student in Rehabilitation
Jim Grover, Graduate Student in Rehabilitation

III. Project Description

The purpose of this project is to conduct research concerning the transition of youth with disabilities from school to adult life.

IV. Progress Report

A. Activities, Accomplishments, & Outcomes:

1. An article summarizing the policy options available to, and used by, state rehabilitation agencies to facilitate effective transition of youth with disabilities was drafted.

2. A second focus was added to this project to reflect the interest of the research team in (a) determining the congruence between IEP/ITP content and the actual education programming provided to students in their last years of secondary school and (b) determining what, if any, differences there are in IEP/ITP content and education programming in demonstration and nondemonstration sites in a systems change state.

   The rationale for this added focus arises from the heavy reliance on IEP/ITP content in studies assessing the quality of education programs. It is important to determine how much agreement there is between the

IEP/ITP and the education program itself as an indication of the validity of the IEP/ITP as a measure for research purposes. This additional focus will permit us to make some preliminary statements about that question.

3. An observation and interview protocol has been developed for this congruence and program quality study.

4. Arrangements have been made for acquiring a purposive sample of records from demonstration and nondemonstration sites.

5. An intervention to train deaf youth to participate in IEP meetings has been developed and tested. In a single subject analysis, the intervention was found to be effective in improving their capabilities to manage their interpreters, express their educational goals, respond to questions, and perform other behaviors critical to effective IEP participation. In a group study, the results were not as encouraging, but this result may be explained by the lack of control over the training process.

6. A manuscript critiquing the minority group model on which Individual Disabilities Education Act (IDEA) is based has been prepared and submitted for a special issue of The Annals of Social Science. The paper was also presented at the annual meeting of the Society for Disability Studies in June, 1995.

B. Unanticipated Problems and Project Changes:

The plans for this project have been expanded to include a second focus, as described above.

Priority Area III: Community-based Employment Strategies

I. Research Project R-IIIA

A. Title: Demonstrating the Effects of a Community-based Employability Enhancement Clinic Serving Referrals from Secondary and Adult Education, Transition Programs, and Other Manpower Training Programs

B. Project Dates: August 5, 1993 - August 4, 1998

C. Project Status: Continuing

D. Grant Application Reference: Pages 98-101

II. Faculty

A. Principal Investigator: Roy C. Farley, Ed.D.

B. Other Project Staff: Virginia Anne Johnson, Ed.D.
Robert L. Akridge, Ed.D.
Sandra Parkerson, B.S.

III. Project Description

This project is designed to (a) develop and implement employability enhancement clinics in community-based programs and (b) evaluate their impact on the employability development of people with disabilities referred from education-based programs, community rehabilitation programs, and the state vocational rehabilitation system.

IV. Progress Report

A. Activities, Accomplishments & Outcomes:

1. A collaborative project between the RTC, Arkansas Rehabilitation Services, Arkansas Department of Special Education, and seven Garland County school districts has been implemented.

2. The study calls for the Hot Springs Rehabilitation Center (HSRC), with assistance from the RTC, to operate an employment preparation program/clinic within the HSRC, working with referrals from the Garland County school districts' special education programs. Students with disabilities in grades 10-12 are accepted into the program.

3. The RTC provided needed technical assistance to HSRC in developing the employment preparation program which consists of two components: a) employability assessment, designed to identify

employment needs related to choosing, getting, and keeping employment and b) intervention, designed to improve students' employment preparation and outcome.

4. Data collection was initiated in January, 1995, and will continue through September, 1996.

5. Pre-post testing is being done to assess a number of dependent variables. A preliminary analysis of the data reveals the outcome trend is in the predicted direction for experimental students receiving the program when compared with control students who do not.

6. Dependent variables being examined include: confidence in vocational decision-making, amount of occupational information possessed, career decisiveness, vocational self-awareness, perceived program involvement, basic work habits and behaviors, and, at follow-up, employment preparation and employment status.

7. A second study has been initiated consisting of a collaborative effort between the RTC, the Arkansas Special Education Department, and the Malvern and Arkadelphia School Districts to replicate the program in a secondary school setting.

8. Training of school personnel to implement the strategy was completed and the program implemented in January, 1996.

9. Data collection will continue through December, 1996.

10. In summary, a strategy for developing employment preparation programs has been completed and pilot-tested in a comprehensive rehabilitation center.

11. Training of service providers on the use of the strategy is ongoing.

12. Employment preparation programs have been implemented in three service delivery settings: a comprehensive rehabilitation facility, a secondary school, and a community rehabilitation program.

13. Data are being collected in two of those settings to evaluate the program's impact.

14. A preliminary analysis of data indicates the trend is in the predicted direction.

15. These finds have been presented to the constituency advisory groups in two reports and oral presentations.

B. Unanticipated Problems and Project Changes

None

I. Research Project R-IIIB

A. Title: Characteristics of Persons with Severe Disabilities Who Excel In Independent Living and Career Development

B. Project Dates: August 5, 1994 - August 4, 1998

C. Project Status: Continuing

D. Grant Application Reference: Pages 102-104. Project change reported on pages 28-30 in Annual Report #30

II. Faculty

A. Principal Investigator: Robert L. Akridge, Ed. D.

B. Other Project Staff: Sandra Parkerson, B.S.
Virginia Johnson, Ed.D.

III. Project Description

The purpose of this project is to formulate hypotheses about how people with significant disabilities achieve independent living and career development. A structured in-depth interview procedure will be used to explore how a selected sample of persons with significant disabilities who are living independently and successfully developing a career describe themselves, their situations and their defining characteristics. The procedure will elicit information about the individuals' developmental histories across psychological, sociological, economic, occupational, political, and health domains.

IV. Progress Report

A. Activities, Accomplishments & Outcomes:

1. Reviewed literature on career development in the context of human growth and development and disability.
2. Constructed interview guide.
3. Arranged pilot test of interview guide.
4. Developed procedure for selecting sample to be interviewed.
5. Planned the analysis of interview data.
6. Made plans for conducting 30+ interviews.

B. Unanticipated Problems and Project Changes

None

I. Research Project R-IIIC

A. Title: Utilizing a Community-based Advocacy Group (the local Multiple Sclerosis Society) to Improve the Employment Retention and Advancement Capabilities of People with Severe Disabilities

B. Dates: August 5, 1993 - August 4, 1997

C. Status: Continuing

D. Grant Application Reference: Pages 105-108

II. Faculty

A. Principal Investigator: Richard T. Roessler, Ph.D.

III. Project Description

The goal of this project is to (a) develop and field-test a job analysis technique to identify factors that threaten job retention, (b) document the attitudes and actions of employers toward the ADA and the process of reasonable accommodations, (c) identify individual and worksite factors that affect job retention, and (d) disseminate the intervention model to other community organizations representing people with severe disabilities and chronic illnesses.

IV. Progress Report

A. Activities, Accomplishments, & Outcomes:

1. Based on job analyses completed during Project Alliance and a previous research project, a data set was developed that includes 69 employed people with multiple sclerosis.

2. Data analyses are complete and a report is underway. The report will be completed in the fall of 1996.

3. Demographics of the group of employed people with multiple sclerosis are as follows: 67% female, mean age of 41, mean education of 15 years, 10 years with MS, and employed for approximately 20 years.

4. In the preliminary analyses, job satisfaction for respondents is significantly related to the number of barriers they experience on the job and the number of problems they experience in mastering their jobs.

5. Experience from the study resulted in several additions to the Work Experience Survey (WES) which was published by the RTC in 1995.

6. Staff consulted with the National MS Society regarding topics of concern to the Society such as the impact of chronic illness on job retention and techniques for on-site job analysis.

7. The first wave of the employer survey was completed in Winter 1994-1995; 64 employers responded to the survey (approximately a 13% return rate).

8. A second mailing of the survey was completed during the spring of 1995; 19 additional employers responded for a total sample of 83 (a 17% return rate).

9. Preliminary analyses of the first wave of employer respondents indicated that:

   a. Mostly large company representatives responded (58% hired 500 employees or more).
   b. Most of the employers (90%) had worked with someone with a disability.
   c. Most of the employers were somewhat (22%) or very (72%) familiar with the ADA.
   d. Eighty-three percent indicated that job descriptions had been done or reviewed since the ADA.
   e. The majority of respondents (74%) mentioned that their firm had made accommodations for employees in the past year.
   f. Less than a majority of respondents viewed the following as reasonable accommodations: working at home, afternoon rest period, transportation to work, and provision of a support person.
   g. For a majority of respondents, disabilities of employees did not constitute a major problem in the workplace.

B. Unanticipated Problems and Project Changes:

Employer response to the survey was lower than desired. However, since two mailings have been attempted, no further efforts to collect employer surveys are planned. A report is planned for the fall of 1996 on the 18% return rate.

Priority Area IV: Empowerment Skills and Services

I. Research Project R-IVA

A. Title: Measurement of Empowerment: Development of an Instrument to Assess Individual Status

B. Project Dates: August 5, 1993 - August 4, 1998

C. Project Status: Continuing

D. Grant Application Reference: Pages 113-115

II. Faculty

A. Principal Investigator: Brian Bolton, Ph.D.

B. Other Project Staff: Jeffrey Brookings, Ph.D.

III. Project Description

The goal of this project is to develop an instrument that measures the multidimensional construct of empowerment for use in VR service provision and research.

IV. Progress Report

A. Activities, Accomplishments & Outcomes:

1. There is an extensive literature on the concept of empowerment in rehabilitation and related areas, such as community development.

2. Discussions of empowerment originated in the late 1970s and expanded rapidly during the 1980s and 1990s.

3. The language of empowerment now permeates every aspect of rehabilitation policy and practice.

4. The historical roots of empowerment in rehabilitation are found in the principle of client comanagement, the self-help group model, and peer-provided services.

5. According to Justin Dart's characterization of the disability rights movement, empowerment, equality of opportunity, and quality of life are inseparable.

6. The empowerment philosophy in rehabilitation emphasizes independence, self-determination, mutual support, self-control, and collaboration.

7. A unique aspect of empowerment for people with disabilities is positive identification as a PWD which requires the recognition that having a disability can be a source of personal strength and special insight.

8. The conceptual model of psychological empowerment proposed by Zimmerman, et al, consisting of intrapersonal, interactional, and behavioral components is a useful framework for rehabilitation investigations.

9. Empowerment is ultimately a personological construct that reflects the degree to which the values and attitudes associated with empowerment have been internalized.

10. There are no psychometrically acceptable instruments available to measure the extent to which people with disabilities are empowered.

11. A comprehensive review of the literature suggested that the intrapersonal component of psychological empowerment is a multifaceted construct.

12. A judgmental analysis produced a comprehensive taxonomy consisting of 20 characteristics of the empowered person with a disability.

13. A manuscript "Development of a Multifaceted Definition of Empowerment" that outlines the conceptual model of empowerment for the project was completed.

14. A 240-item preliminary instrument was administered to 150 veterans and college students with disabilities.

B. <u>Unanticipated Problems and Project Changes:</u>

None

I. Research Project R-IVB

A. Title: Personal Career Planning: Enhancing Self-Direction of the Vocational Planning Process

B. Project Dates: August 5, 1993 - August 4, 1996

C. Project Status: Continuing

D. Grant Application Reference: Pages 116-119

II. Faculty

A. Principal Investigator: Robert L. Akridge, Ed.D.

B. Other Project Staff: Sandra Parkerson, B.S.
Virginia Johnson, Ed.D.
Others recruited from service site where project is conducted (HSRC)

III. Project Description

Consistent with Rappaport's (1981) definition of empowerment as personal control over one's life, the goal of this project is to evaluate the impact of a structured small group intervention called Personal Career Planning (PCP) on vocational adjustment and return-to-work among persons with spinal cord injury and other severe physical disabilities.

The emphasis in Personal Career Planning is on empowering persons with severe disabilities to direct their own vocational planning. It consists of a synthesis of components from employability training packages previously developed and tested at the ARTCVR: Personal Achievement Skills, Return to Work, Occupational Choice Strategy, and Know Thyself. Insights gained through RTW are related to vocational evaluation data during the OCS component and personalized with a Know Thyself manual which further guides personal planning. Mutual support and cooperative learning is emphasized. The intervention is designed from a developmental perspective.

IV. Progress Report

A. Activities, Accomplishments, & Outcomes:

1. Conducted an extensive literature review and drafted a working paper on "Career Development in the Disability Service Delivery System".

2. Planned collaboratively with Texas Institute of Rehabilitation investigators to evaluate the intervention in a different context with different service providers and clients and provided on-site training to their project team.

3. Worked with HSRC Director of Client Services, the Hospital Administrator and other HSRC staff to finalize the project plan and make plans for implementing the project within the regular HSRC program.

4. Conducted pilot test and user review of Personal Careers Planning training package with consumers at the Hot Springs Rehabilitation Center.

5. Used results of a pilot test of PCP (with a group of HSRC students, including the pre- and post-test administration of an assessment battery of career development instruments to the class participants and to a matched comparison group) along with user review assessments from participants to revise the Personal Career Planning package.

B. Unanticipated Problems and Project Changes

None

I. Research Project R-IVC

A. Title: Empowering Individuals with Disabilities from Minority Backgrounds Through Training in Career Decision-Making

B. Project Dates: August 5, 1993 - August 4, 1998

C. Project Status: Continuing

D. Grant Application Reference: Pages 120-124

II. Faculty

A. Principal Investigators: Robert L. Akridge, Ed.D
Hazel Linton, Ph.D., UAPB

B. Other Project Staff: Roy C. Farley, Ed.D.
Glenda Kennedy, Ed.D., UAPB
Johnny Thomas, Ed.D., UAPB

III. Project Description

The goal of this project is to evaluate an "Empowerment in Career Decision-Making" curriculum with college students with disabilities from minority backgrounds.

IV. Progress Report

A. Activities, Accomplishments, & Outcomes:

1. The UAPB research team completed the research study concerning the career decision-making behavior of individuals with disabilities from minority backgrounds with assistance from the RTC project staff.

2. This study was published in a research report entitled A Comparison of Career Maturity of Black & White Postsecondary Students with Disabilities by Linton, H., Greer, R., & Cooper, T.

3. A second research team from UAPB was developed with Dr. Hazel Linton continuing as Principal Investigator. New members include Drs. Glenda Kennedy and Johnny Thomas.

4. A second study was initiated in Fall of 1994 to continue investigating the career decision/career maturity of individuals with disabilities from minority backgrounds.

5. The intervention (independent variable) was refined and implemented.

6. Data were collected throughout the school year August 1994-May 1995.

7. Data analyses were initiated during the summer of 1995. Participants in both career development skills training interventions scored significantly better on a comprehensive battery of career development than did a delayed treatment comparison group.

8. Preliminary results of the project was disseminated to the RTC National Advisory Council at their annual meeting in Austin, TX, June 13-14, 1995.

9. Draft of the project report was completed in April, 1996 and is presently being rewritten to submit to a professional journal.

10. In conjunction with this project and Project SPII, project staff are providing training and technical assistance to personnel from other historically Black colleges and universities.

B. Unanticipated Problems and Project Changes

None

I. Research Project R-IVD

A. Project Title: Promoting Consumer Empowerment and Involvement During Employment Services.

B. Project Dates: August 5, 1994 - August 4, 1998

C. Project Status: Continuing

D. Grant Application Reference: Pages 125-128

II. Faculty

A. Principal Investigator: Jeanne Neath, Ph.D.

B. Other Project Staff: Kay Schriner, Ph.D.
Roy Farley, Ed.D.

III. Project Description

The goal of this project is to utilize a participatory action research team to develop and demonstrate the effectiveness of an employment program for service providers that is designed to promote consumer empowerment. A procedure for an empowering process of program development is also to be developed.

IV. Progress Report

A. Activities, Accomplishments & Outcomes:

1. A review of the literature on empowerment of people with disabilities has been conducted.

2. A review of the literature on participatory action research has been conducted.

3. Arrangements were made with Family Support Services in Bentonville, AR, to be the site of the project. Family Support Services is a large not-for-profit service agency that primarily serves people who have developmental disabilities.

4. A theoretical perspective on empowerment has been developed. In this conceptualization empowerment is viewed as an acquisition of power. Three forms of power are identified: personal power, egalitarian social power and hierarchical social power.

5. A participatory action and program development team was formed that is composed of two RT Center faculty, one graduate student, several consumers, two staff members, and the director of Family Support Services.

6. Monthly to bimonthly meetings of the participatory action and program development team have been held beginning in November of 1995 and continuing to the present.

7. A training session on the three types of power and empowerment was developed by RT Center faculty and given at a participatory action and program development team meeting. The team decided to function as a egalitarian group and developed a series of guidelines for functioning as an egalitarian group.

8. The team has developed a draft of an employer survey to be sent to employers in a several-county region. The survey asks employers to identify barriers to employment of people with disabilities.

9. The team conducted a meeting with additional consumers of Family Support Services and gathered information on three questions: (1) what is the current employment situation of the consumers, (2) what would the consumers like their employment situation to be in the near future, and (3) what services from Family Support Services would be helpful to consumers in making their employment situation what they would like it to be?

10. A draft of a paper to be presented at the annual meeting of the Society for Disability Studies (June 13, 1996) has been prepared entitled "Power to People with Disabilities: Empowerment in Developing Employment Programs." The paper presents the project's theoretical conceptualization on power and empowerment and demonstrates how this conceptualization can help guide development of empowering employment services.

11. A qualitative database is being developed based on transcripts and researcher comments on the meetings of the participatory action and project development team.

B. Unanticipated Problems and Project Changes

Initially, this project was scheduled to take place in a rehabilitation agency. A decision was made to move the project to a service delivery site that expressed a strong interest in consumer empowerment. Because the new site for the project is a service provider, the focus of the project shifted from empowerment in the intake

and rehabilitation program development process to empowerment in provision and receipt of direct employment services. The project as it is now manifesting will develop two products. The first product is an empowering process to support consumers and agency staff to jointly develop employment programs. The second product is an empowering employment program. Effectiveness of the employment program developed in the project will be evaluated.

Priority Area V: Strategies for Improving the Vocational Rehabilitation Process

I. Research Project R-VA

A. Title: Analysis of a Statewide Database to Address Fundamental Issues in VR Eligibility Determination

B. Project Dates: August 5, 1993 - August 4, 1998

C. Project Status: Continuing

D. Grant Application Reference: Pages 134-137

II. Faculty

A. Principal Investigator: Brian Bolton, Ph.D.

B. Other Project Staff: Jeanne Neath, Ph.D.
James Bellini, Ph.D.

III. Project Description

The goal of this project is to use assessment technology to address unresolved issues in vocational rehabilitation eligibility determination, such as the functional definition of severe disability and an empirically defensible strategy for implementing the "order of selection" mandate.

IV. Progress Report

A. Activities, Accomplishments & Outcomes:

1. The foundation of the VR service process is the comprehensive diagnostic assessment of the applicant's strengths and limitations.

2. The Functional Assessment Inventory (FAI) is an excellent instrument for summarizing the results of the diagnostic assessment, called the Scope of Case Study in Arkansas.

3. The explicit goal of the diagnostic process should be to guarantee that clients with the greatest rehabilitation needs will have the highest service priority.

4. Three operational assumptions about the VR service process are that severe disability is a continuous variable, a multidimensional construct, and an aggregation of specific functional limitations.

5. A useful model of disability distinguishes between impairment, life function limitations, and environmental factors as determinants of life outcomes.

6. Current regulations suggest that problems in definition and identification of individuals with the most severe disabilities continue to impede widespread implementation of the 1973 mandate to serve applicants with the most severe handicaps first.

7. The results of statistical analyses of the relationships between disability and demographic factors and rated functional limitations support the validity of the FAI as a measure of the severity of disability construct.

8. When establishing an order of selection, state rehabilitation agencies must give first priority to individuals whose disabling conditions are most severe in terms of functional loss and service needs as these relate to employability.

9. The most suitable basis for establishing a defensible order of selection scheme is the careful and systematic assessment of functional limitations at the point of application for VR services, a view supported by the Coalition of Citizens with Disabilities.

10. The Americans with Disabilities Act (ADA) concept of severe disadvantage can be operationalized using client data that are routinely collected at the time of application for VR service.

11. A Scale of Social Disadvantage (SSD) that operationalizes the ADA concept of severe social, vocational, economic, and educational disadvantage is predictive of VR closure status.

12. The SSD may be used to quantify the important VR concept of vocational handicap as a constellation of "risk factors" that reduce an individual's probability of achieving competitive employment.

13. A simple unweighted combination of SSD risk factors is just as useful in counselor decision-making as sophisticated statistical procedures and should be implemented in VR state agency practice.

14. Because the proposed regulations to accompany the 1992 Amendments indicate that factors such as sex, age, race and expected outcome cannot be used in determining order of selection, it may be necessary to statistically remove the effects of these variables using the SSD when calculating priority scores.

15. An article "Development of a Scale of Social Disadvantage for Vocational Rehabilitation" was published.

16. An article "A Comparison of Linear Multiple Regression and a Simplified Approach to Predicting Rehabilitation Outcomes" was published.

B. Unanticipated Problems and Project Changes:

None

I. Research Project R-VB

A. Title: Translating Vocational Assessment Data into Implications for Job Counseling and Placement via Computer-Generated Reports

B. Project Dates: August 5, 1993 - August 4, 1998

C. Project Status: Continuing

D. Grant Application Reference: Pages 138-141

II. Faculty

A. Principal Investigator: Jeanne Neath, Ph.D.

B. Other Project Staff: Brian Bolton, Ph.D.

III. Project Description

During the past six years the Arkansas Research and Training Center in Vocational Rehabilitation (ARTCVR) has published eight employability assessment instruments that have been widely used by professionals in state VR agencies, rehabilitation agencies, and independent living centers. The goal of this project is to develop computer-generated reports for one of these instruments and to expand the existing computer-generated reports for two other instruments.

IV. Progress Report

A. Activities, Accomplishments, & Outcomes

1. Two sets of norms were established for the Employability Maturity Interview (EMI) using normative samples of 300 rehabilitation center consumers and 60 applicants assessed at a Veteran's Administration Employability Clinic. The rehabilitation center and veterans populations differed in performance levels on the EMI. Veterans' performance was consistently higher than that of rehabilitation center consumers.

2. Interrater reliability levels were established for the EMI for the rehabilitation center and Veteran's Administration populations.

3. A principal components analysis was conducted on the 11 items of the EMI for the sample of 300 rehabilitation center consumers. Three factors

were identified: a general maturity factor, a specific goals factor, and a variety of interests factor.

4. Relationships between the EMI and EMI factors and consumer characteristics were investigated for the rehabilitation center and Veteran's Administration populations. The characteristics investigated included temperaments, interests, functional limitations, cognitive and other abilities, demographics, and personality. Performance on the EMI was not significantly related to most of the consumer characteristics examined. A consistent relationship was uncovered between EMI performance and cognitive aptitude.

5. A performance matrix for the EMI, based on relative performance on the three EMI factors, was developed. The matrix provides the basis for recommendations offered by the computer-generated report for individuals having different combinations of high, medium or low scores on the three EMI factors.

6. Programming software was upgraded to Visual BASIC for DOS, a programming language which allows for the development of a user-friendly graphical interface that will run on any DOS or windows machine.

7. A preliminary version of the EMI computer-generated report was developed. The report provides graphical portrayals of norms for the overall EMI and for three scales for veterans and rehabilitation center populations. Norms for three disability groups are provided for the rehabilitation center population. The report shows the performance matrix and gives recommendations for interventions based on the matrix. A listing of resources to aid in the intervention is also provided.

8. The preliminary version of the EMI computer-generated report was sent to a number of users of the EMI for field-testing and feedback was collected. The EMI computer-generated report was revised in several ways based on feedback from the field and is now in its final form and ready for distribution, pending completion of the manual.

9. The manual for the EMI computer-generated report, along with a revision of the EMI manual, is currently being developed.

10. Users of the Work Personality Profile (WPP) have been contacted and asked to supply normative date to be used in the upgrade of the WPP computer-generated report.

11. Demographic information and WPP data for over 400 people with disabilities have been obtained from ten different agencies, with additional data to be sent within the next month. Previous versions of the WPP have offered norms for only a general rehabilitation population. The expanded norms will include specific disability groups, focusing particularly on the population for whom the WPP is most often used, people who have developmental disabilities.

12. Plans for the contents of the WPP computer-generated report revision are currently being developed. As part of the development process, information from the rehabilitation literature on job analysis and job-matching procedures for people in supported employment is being reviewed. Information on recently developed behavior management strategies that are respectful of people with developmental disabilities is also being reviewed.

13. Users of the Work Personality Profile computer-generated report have provided feedback on the strengths and weaknesses of the report that will be used in developing the upgrade.

14. Users of the Work Temperament Inventory (WTI) have been contacted and asked to supply normative data to be used in the upgrade of the WTI computer-generated report.

15. A normative sample of WTI data from approximately 120 applicants assessed at a Veterans Administration Employability Clinic has been obtained and a second large normative sample from a state vocational rehabilitation agency has been promised.

B. Unanticipated Problems and Project Changes

The computer-generated report for the Work Temperament Inventory will be expanded instead of the computer-generated report for the Occupational Report. The reasons for this substitution are as follows: 1) there has been greater consumer interest toward the Work Temperament Inventory over the past several years than toward the Occupational Report and 2) the Occupational Report requires administration of the GATB, a lengthy test, while the Work Temperament Inventory is a short instrument filled out by the person undergoing assessment.

I. Research Project R-VC

A. Title: Demonstration of Technologies to Improve Job Preparation Skills of Rehabilitation Counselors

B. Dates: August 5, 1993 - August 4, 1998

C. Status: Continuing

D. Grant Application Reference: Pages 142-146

II. Faculty

A. Principal Investigator: Richard T. Roessler, Ph.D.

B. Other Project Staff: Dan Cook, Ph.D.
Brain Bolton, Ph.D.

III. Project Description

The goal of this project is two-fold: (a) describe quality employability counseling from the perspective of successful rehabilitation counselors and (b) design training and feedback technologies that enhance the counselors' skills in helping people with severe disabilities achieve employment outcomes.

IV. Progress Report

A. Activities, Accomplishments, & Outcomes:

1. Literature review describing the application of the planned action model of behavior to quality rehabilitation counseling (QRC) entitled "Factors affecting rehabilitation counselor performance: A social cognitive perspective," was published in Rehabilitation Education 1995, 9(1), 21-36.

2. Based on information in the literature review, a structured interview was conducted with 11 exemplary counselors in Arkansas -- 5 counselors who were nominated by their peers, 5 selected based on positive case outcome data, and 1 who was both peer-nominated and empirically-nominated. Information from the interviews was coded using the qualitative research procedures recommended by Strauss and Corbin (1990).

3. Data displays were prepared for each of the counselors participating in the study. These displays indicated that counselors hold a systems perspective

regarding their work (i.e., input, process, and output phases) and the factors affecting each were present in most of the data displays.

4. Available in a monograph from the RTC, results from the qualitative analyses demonstrated that counselors approach their jobs with certain predispositions or expectations regarding (a) their proper role and function, (b) the significance of disability and other client characteristics, and (c) appropriate client outcomes to seek through the rehabilitation process.

5. The exemplary counselors provided insights regarding behaviors and strategies that they believe result in successful performance of the five elements of the concurrent counseling model -- relationship-building, assessment, goal-setting, intervention, and termination.

6. A second monograph is underway that describes how factors in the planned action model are perceived by counselors to influence their counseling performance.

7. Information from these two monographs will be incorporated in journal manuscripts.

B. Unanticipated Problems and Project Changes:

None

I. Research Project R-VD

A. Title: Demonstration of Technology to Improve Job Placement Skills of Rehabilitation Counselors

B. Dates: August 5, 1993 - August 4, 1998

C. Status: Continuing

D. Grant Application Reference: Pages 147-150

II. Faculty

A. Principal Investigator: Richard T. Roessler, Ph.D.

B. Other Project Staff: Kay Schriner, Ph.D.

III. Project Description

The goal of this project is to demonstrate assessment and training technologies that improve the counselor's abilities to provide job placement and postemployment services. Activities focus on identifying postemployment or job retention needs, developing interventions to meet those needs, and demonstrating those interventions in rehabilitation settings.

IV. Progress Report

A. Activities, Accomplishments, & Outcomes:

1. Research on the postemployment (i.e., job accommodation) needs of people with chronic illnesses and severe disabilities has been published in the Journal of Job Placement, Rehabilitation Counseling Bulletin, and Journal of Visual Impairment and Blindness.

2. A multiple regression analysis indicated that a number of on-the-job barriers to access and performance of essential functions are significant predictors of job satisfaction.

3. Conducted in lieu of a survey planned with clients at the Hot Springs Rehabilitation Center, a postemployment survey with people with blindness or visual impairment (N=35) revealed the following:

a. A need exists to periodically identify barriers to productivity on the job and appropriate reasonable accommodations.

b. Common access problems for the group included inadequate or nonexistent labels and signs, low lighting and inappropriate warning devices, lack of reliable transportation, and obstacles in walkways.

c. Respondents also recommended improvements at the workplace such as additional on-the-job training, supervisory assistance with work scheduling, career exploration classes, and long-term career counseling.

d. As in previous research, the number of barriers to access and performance of essential functions correlated with two variables known to affect tenure or career maintenance, namely job mastery and job satisfaction.

4. An article was published in the Journal of Applied Rehabilitation Counseling describing procedures by which employees with disabilities can participate in the reasonable accommodation process. Labeled the "3-I" model (identify, initiate, and implement), the approach describes techniques that counselors can use to help people reduce or remove barriers to productivity. The "3-I" model provides the basis for a counselor training module scheduled for development in the project.

5. Research related to this project prompted further development of a social skills program to help employees with disabilities request reasonable accommodation reviews with their employers. Individuals trained in the approach were more likely to request meetings with their employers and to request reasonable accommodations.

B. Unanticipated Problems and Project Changes:

None

I. Research Project R-VE

A. Title: Developing Disability Program Hypertexts: Modules and Resource Documents for Rehabilitation Practitioners

New Title: Self-Employment for People with Disabilities

B. Dates: August 5, 1993 - August 4, 1998

C. Status: Continuing

D. Grant Application Reference: Pages 151-153

II. Faculty

A. Principal Investigator: Kay Schriner, Ph.D.

B. Other Project Staff: Jeanne Neath, Ph.D.
Doug Main, Research Assistant
Yvette Getch, Graduate Student in Rehabilitation
Charles Palmer, Graduate Student in Rehabilitation

III. Project Description

In last year's annual report, an alternative plan was developed for this project as a substitute for the plan which appeared in the original grant proposal. The Council of State Administrators in Vocational Rehabilitation (CSAVR) was asked to grant permission to contact state agencies to conduct this state implementation study. CSAVR did not grant permission.

The principal investigator developed an alternative plan to conduct research into self-employment as an employment option for people with disabilities. In conjunction with the state VR agency, and the local independent living center (Sources), a plan has been developed and implemented to pursue questions related to the viability of self-employment for people with disabilities.

IV. Progress Report

A. Activities, Accomplishments, & Outcomes:

1. A literature review has been conducted.

2. The principal investigator participated in the Switzer Seminar, an annual "think tank" sponsored by the National Rehabilitation Association. An

invited paper entitled "Self-employment for people with disabilities: A preliminary analysis of Arkansas VR closures and an examination of the micro enterprise model for promoting economic self-sufficiency and social change" was prepared for the seminar and appeared in the Switzer Seminar monograph.

3. The Rehabilitation Services Administration has agreed to provide national 911 data for the last 5 years to permit an extension of the Arkansas analysis conducted for the Switzer Seminar.

4. A participatory program development process was used with Sources staff and consumers to design a self-employment program modeled on the micro-enterprise model. The principal investigator also consulted with state VR agency personnel and the Arkansas Good Faith Fund, a micro-enterprise program targeted to low-income individuals and AFDC recipients. A grant proposal was submitted to fund the development, evaluation, and dissemination of a self-employment model program at Sources.

5. A qualitative study of the experiences and perceptions of self-employed people with disabilities is being conducted. Interviews have been conducted and data analyses are underway.

6. The principal investigator participated as an invited guest in a pre-conference workshop on economic development and self-employment sponsored by the RTC: Rural (University of Montana).

7. The principal investigator prepared a foreword for a monograph on self-employment and economic development published by RTC: Rural (University of Montana).

B. Unanticipated Problems and Project Changes:

None

I. Research Project R-VF

A. Title: Technology Assistance Services: A Research and Service Project

B. Project Dates: August 5, 1993 - August 4, 1998

C. Project Status: Continuing

D. Grant Application Reference: Pages 154-155

II. Faculty

A. Principal Investigator: Virginia Anne Johnson, Ed.D., CRC

B. Other Project Staff: Roy C. Farley, Ed.D.

III. Project Description

The objective of this project is to conduct research and provide technical assistance, consultation and service to the Technology Assistance Services Program in Arkansas. It is designed to provide and support a statewide system for enabling Arkansans with disabilities to access the technology they need in order to have greater control over their lives, become more productive, and to better interact with nondisabled individuals in their communities. The goal of this project is to conduct an ongoing evaluation of technology needs in Arkansas including the need for information, training (educators, evaluators, families, and users), funding, access, marketing, and public awareness, equipment exchange, interagency cooperation, and networking with other public and private agencies.

The project is a jointly sponsored endeavor between the Arkansas Rehabilitation Services (ARS) and the ARTCVR. It is targeted toward individuals with severe disabilities in the state for the optimum use of assistive technology which will improve their quality of life.

IV. Progress Report

A. Activities, Accomplishments & Outcomes:

1. Technical assistance was provided during implementation, analysis, and report development for the service satisfaction survey regarding referrals through ICAN. Similar assistance was provided during consumer satisfaction survey across various topics (i.e., technology loan program, collaboration with other programs funded under the Technology Act, and more extensive

efforts to involve rehabilitation personnel and VR clients in the training and use of technology). Technical assistance included the following:

a. Reviewed frequency data.
b. Edited graph/table depicting findings.
c. Proposed content for report summarizing surveys.
d. Proposed dissemination strategies.

Analysis of data collected during 1995-96 reflects a need for more education, information, training and public awareness of technology. A significant number of respondents expressed concern regarding the cost, use, and availability of technology designed specifically for their needs. However, 95% of those responding were satisfied with services. One finding of the project indicates that the rapid development of new and more sophisticated technology makes it difficult for individuals with disabilities and their service providers to keep updated on developments in the field.

2. Generated plans for an efficient system to collect, analyze, retrieve and archive data regarding service provision (e.g., number served, disability, regional location, ethnic group, type of assistive technology). System design promotes accurate documentation of services rendered as well as individual consumer responsiveness. Plans will be forwarded to the NIDRR appointee responsible for developing an intake/reporting database and software for technology programs nationwide.

3. Developed protocol for NIDRR projects on cultural diversity and employer development:

   - RFP selection criteria congruent with ARS and NIDRR criteria.
   - Orientation to revised NIDRR definitions (e.g. rural)
   - Requirements for transferring project database to ICAN.
   - Composition of peer review teams and project advisory boards.

4. Participated in selection of topics and arrangement for printing upcoming issues of AT Insights (ICAN's quarterly newsletter). Topics selected were RESNA survey results, architectural accessibility, durable medical equipment, managed care, private insurance.

5. Explored how various outcomes might be documented congruent with final OMB and NIDRR reporting requirements. ICAN continuation grant due in July 96 will follow these requirements.

6. Responded to data analyses of RESNA survey.

   - Reviewed frequency data
   - Edited graph/tables depicting findings
   - Proposed content for report summarizing survey
   - Proposed methods for contrasting Arkansas and national data from RESNA's 1991 and 1995 surveys.

B. Unanticipated Problems and Project Changes:

Virginia Anne Johnson became Principal Investigator upon retirement of B. Douglas Rice.

Priority Area VI: Employability Information and Dissemination Utilization

I. Research Project R-VIA

A. Title: Establishment and Operation of a Technical Assistance and Dissemination Center on Employment Preparation for Persons with Disabilities

B. Project Dates: April 1, 1994 - August 4, 1998

C. Project Status: Continuing

D. Grant Application Reference: Pages 158-160

II. Faculty

A. Principal Investigator: Roy C. Farley, Ed.D.

B. Other Project Staff: Robert L. Akridge, Ed.D.
Kay Schriner, Ph.D.
Sandra Parkerson, B.S.

III. Project Description

The goal of this project is to establish, operate, and evaluate activities designed to organize, synthesize, and disseminate employment related information to the Center's target audiences and provide technical assistance to facilitate their implementation.

IV. Progress Report

A. Activities, Accomplishments & Outcomes:

1. Activities of this project have been integrated with the on-going activities of the Material Development and Dissemination Center (MDDC).

2. Employment related materials developed by the RTC have been organized, synthesized and translated (as appropriate) into a variety of accessible formats.

3. The availability of the material has been communicated to the RTC's target audience through a variety of methods (e.g. brochures, exhibits, catalogs, pamphlets, presentations).

4. A survey has been implemented to determine the material's (a) use, (b) helpfulness, (c) benefits, and (d) degree of customer satisfaction.

5. Preliminary findings reveal that 76% of the respondents to the survey (n=51) report they use the material in their work or daily living. Ninety-six percent report they are satisfied with material with an average 8.4 satisfaction rating on a 10-point scale ranging from 1 = very dissatisfied to 10 = very satisfied. Ninety-nine percent found the material helpful in one or more ways: 83% reported it increased their access to and use of new employment material and/or it increased their knowledge and skills, 78% reported that it helped or would help them to more effectively and efficiently provide services to their consumers and 48% reported that it improved or would improve the effectiveness and efficiency of the service delivery system. When asked to report the actual or potential impact of the material on the lives of people with disabilities the results were as follows: 80% reported it would increase consumers knowledge and skills in the area of employment. Seventy-five percent reported it would result in consumers having access to a more improved and efficient service delivery system and more knowledgeable and skilled service providers. Forty-seven percent reported consumers would be better prepared for employment and the world of work, and an improved employment status and outcome.

6. These findings have been disseminated at various meetings of constituency groups to include the Center Advisory Council and NIDRR Center review meetings.

7. Technical assistance has been provided to numerous individuals and organizations on the implementation of products.

B. Unanticipated Problems and Project Changes

None

Dissemination

Introduction

The Dissemination Program is designed to transfer new employment-related knowledge, information and products to the widest possible audience. A variety of strategies are used and are described in the grant application in pages 164-182. The following is a description of the results and accomplishments of the implementation of those strategies that fall under the categories of publications, presentations, and material development and distribution.

Publications

This strategy is used to disseminate new information via a variety of outlets in order to reach a broad audience. This variety includes both audience (i.e., service providers, consumers, educators & scholars) as well as outlets (i.e., journals, books, resource documents, newsletters, and electronic means). During this reporting period 88 manuscripts were published as listed below:

Bellini, J., Bolton, B., & Neath, J. (in press). Diagnostic determinants of rehabilitation counselor eligibility decisions. Journal of Rehabilitation Administration.

Bellini, J., Neath, J., & Bolton, B. (1995). A study of cases closed not rehabilitated after IWRP initiated. Research Report. Fayetteville. University of Arkansas Research and Training Center in Vocational Rehabilitation.

Bellini, J., Neath, J., & Bolton, B. (1995). Development of a scale of social disadvantage for vocational rehabilitation. Journal of Rehabilitation Administration, 19, 107-118.

Bellini, J., Neath, J., & Bolton, B. (1995). A comparison of linear multiple regression and a simplified approach to predicting rehabilitation outcomes. Rehabilitation Counseling Bulletin, 39, 151-160.

Boen, L., Brown, P., & Roessler, R. (1994). A university-based work experience course: Bridging the gap from college to work for students with disabilities. Journal of Career Planning and Employment, 54(4), 46-52.

Bolton, B. (1994). USES General Aptitude Test Battery/USES Interest Inventory. In J.T. Kapes, M.M. Mastie, & E.A. Whitfield (Eds.), A counselor's guide to career assessment instruments (3rd ed., pp. 115-123). Alexandria, VA: American Counseling Association.

Bolton, B. (1995). Fieldwork evaluation for the occupational therapist. In J.C. Conoly & J. Impara (Eds.), The twelfth mental measurements yearbook (pp. 74-75). Lincoln, NE: The University of Nebraska Press.

Bolton, B. (1995). Inwald Personality Inventory Revised. In J.C. Conoly & J. Impara (Eds.), The twelfth mental measurements yearbook (pp. 501-503). Lincoln, NE: The University of Nebraska Press.

Bolton, B. (1995). Work skills series production. In J.C. Conoly & J. Impara (Eds.), The twelfth mental measurements yearbook (pp. 1123-1124). Lincoln, NE: The University of Nebraska Press.

Bolton, B. (in press). Rehabilitation client assessment. In R. Parker & E.M. Szymanski (Eds.), Rehabilitation counseling: Basics and beyond (4th ed.). Austin, TX: Pro-Ed.

Bolton, B., & Akridge, R. (1995). A meta-analysis of skills training programs for rehabilitation clients. Rehabilitation Counseling Bulletin, 38, 262-273.

Bolton, B., & Brookings, J. (in press). Development of a multifacted definition of empowerment. Rehabilitation Counseling Bulletin.

Bolton, B., & Parker, R. (in press). In R. Parker & E.M. Szymanski (Eds.), Rehabilitation counseling: Basics and beyond (4th ed.). Austin, TX: Pro-Ed.

Bolton, B., Bellini, J., & Neath, J. (1995). The Arkansas order of selection project: Rationale, assumptions, and objectives. Journal of Rehabilitation Administration, 19, 1-14.

Bolton, B., Bellini, J., & Neath, J. (in press). Influence of applicants' personal history on counselors' ratings of functional limitations. Rehabilitation Counseling Bulletin.

Bolton, B., Neath, J., Bellini, J., & Cook, D. (1995). Longitudinal stability and interrelationships of six criteria of rehabilitation counselor performance. Rehabilitation Counseling Bulletin, 39, 15-24.

Brookings, J.B., & Bolton, B. (in press). A longitudinal structural equation analysis of stress, hardiness, social support, depression, and illness. Multivariate Experimental Clinical Research.

Brookings, J., Bolton, B., & Young, G. (1994). Employability Assessment of persons with disabilities: Research, instruments, and applications. Assessment in Rehabilitation and Exceptionality, 1, 259-275.

Cook, D., Bolton, B., Bellini, J., & Neath, J. (in press). A statewide investigation of the rehabilitation counselor generalist hypothesis. Rehabilitation Counseling Bulletin.

Cook, D., Bolton, B., & Neath, J. (1995). Dimensions of rehabilitation counselors' knowledge about theory and practice: A national study. Part I. Final report to the College of Education, University of Arkansas-Fayetteville.

Cook, D., Neath, J., & Bolton, B. (1996). Dimensions of rehabilitation counselors' knowledge about theory and practice: A national study. Part II. Final report to the College of Education, University of Arkansas-Fayetteville.

Farley, R.C. (1995). School to work enhancement program: A preliminary analysis of Phase I. Report to Funding Agency. Hot Springs, AR: University of Arkansas Research & Training Center in Vocational Rehabilitation.

Farley, R.C. (1995). The Arkansas Research and Training Center in Vocational Rehabilitation Worldwide -Web home page: http://comp.uark.edu/~rehab/.

Farley, R.C., & Bolton, B. (1994). Developing an employability assessment and planning program in rehabilitation and educational settings (a training package consisting of an instructor's guide, resource manual, & participant's workbook). Fayetteville: University of Arkansas, Arkansas Research and Training Center in Vocational Rehabilitation.

Johnson, V.A., & Martin, B. (1995). Beam me up Scottie! Access issues related to long distance learning technology. Proceedings of the Association for Higher Education and Disability National Conference. San Jose, CA.

Johnson, V.A., Rice, B.D., Sanderson, P., & Weddington, J. (In Press). American Indian Rehabilitation Programs: Unmet Needs. Twenty-first Institute on Rehabilitation Issues, Fayetteville: University of Arkansas, Arkansas Research and Training Center in Vocational Rehabilitation.

Johnson, V.A., Schroedel, J., Johnson-Sligar, T., & Kolvitz, M. (1995). Using an advisory board for marketing and fundraising. Proceedings of the Association for Higher Education and Disability National Conference. San Jose, CA.

Johnson, V.A., Schroedel, J., Johnson-Silgar, T., & Kolvitz, M., & Forsberg, C. (1995). Making an effective presentation. Proceedings of the Association for Higher Education and Disability National Conference. San Jose, CA.

Linton H., Greer, R., & Cooper, T. (1995). A Comparison of Career Maturity of Black & White Post-secondary Students with Disabilities. Fayetteville: University of Arkansas, Arkansas Research & Training Center in Vocational Rehabilitation.

Means, B.L., & Bolton, B., (1994). Recommendations for expanding employability services provided by independent living programs. Journal of Rehabilitation, 60(4), 20-25.

Means, B.L., Parkerson, S., & Estelle, K. (1994). Employability and employment approaches currently practiced in independent living programs (research monograph). Fayetteville: University of Arkansas, Arkansas Research and Training Center in Vocational Rehabilitation.

Mullins, J., Rumrill, P., & Roessler, R. (1996). The role of the rehabilitation placement consultant in the ADA era. Work: A Journal of Prevention, Assessment, and Rehabilitation, 6, 3-10.

Neath, J. (1996). Patient satisfaction survey, Hot Springs Rehabilitation Center Hospital, Quarterly Report, January-March, 1996. Fayetteville: University of Arkansas, Research and Training Center in Vocational Rehabilitation.

Neath, J. (1996). Student satisfaction with Hot Springs Rehabilitation Center at the time of the exit interview, Quarterly Report, October-December, 1995. Fayetteville: University of Arkansas, Research and Training Center in Vocational Rehabilitation.

Neath, J. (1996). Student satisfaction with Hot Springs Rehabilitation Center at the time of the exit interview, Quarterly Report, January-March, 1996. Fayetteville: University of Arkansas, Research and Training Center in Vocational Rehabilitation.

Neath, J. (1996). Three month follow-up report, Hot Springs Rehabilitation Center, January-October, 1995. Fayetteville: University of Arkansas, Research and Training Center in Vocational Rehabilitation.

Neath, J., & Bolton, B. (1995). Consumer and worker satisfaction with the Common Intake form at selected locations in Arkansas. A final report to the Arkansas Rehabilitation Service, Fayetteville: Arkansas Research and Training Center in Vocational Rehabilitation.

Neath, J., Bellini, J., & Bolton, B. (1995). The influence of applicant characteristics on counselor eligibility decisions for vocational rehabilitation applicants placed in extended evaluation. Research Report. Fayetteville: University of Arkansas Research and Training Center in Vocational Rehabilitation.

Peterson, R., & Roessler, R. (in press). Improving collaborative school-agency transition planning: A statewide DBMS approach. Journal of Vocational Rehabilitation.

Rice, B.D., & Akridge, R.L. (1994). Employer service strategies in vocational rehabilitation. Journal of Job Placement, 10(1), 29-32.

Rice, B.D., & Duarte, J.A. (Eds.) (1994). Cultural Diversity in Rehabilitation. Nineteenth Institute on Rehabilitation Issues. Fayetteville: University of Arkansas, Arkansas Research and Training Center in Vocational Rehabilitation.

Rice, B.D., & Van Hooser, J.(Eds.) (1994). The Name Of The Game: Employment. Twentieth Institute on Rehabilitation Issues. Fayetteville: University of Arkansas, Arkansas Research and Training Center in Vocational Rehabilitation.

Rice, B.D., Gaskin, S., Gullett, B., & Hope, R. (1994). Increasing Capabilities Access Network (ICAN) Project Report. Little Rock: Arkansas Rehabilitation Services and University of Arkansas, Arkansas Research and Training Center in Vocational Rehabilitation.

Rice, B.D., & Hope, R.L. (1996). Strategies to Enhance Job Retention and Career Advancement in Rehabilitation. Twenty-first Institute on Rehabilitation Issues. Fayetteville: University of Arkansas, Arkansas Research and Training Center in Vocational Rehabilitation.

Roessler, R. (1995). Ability. In A. Del Orto & R. Marinelli (Eds.), Encyclopedia of disability and rehabilitation (pp. 1-3). New York: Macmillan.

Roessler, R. (1995). Quality of life (QOL): The ultimate outcome criterion in rehabilitation. New York: National Programs of Continuing Education and Certification Maintenance.

Roessler, R. (in press). An evaluation of transition activities by demonstration site professionals. Rural Special Education Quarterly.

Roessler, R. (in press). Point of view. Introduction to Chapter 5, The Occupational Skills. In D. Brolin, Career Education. Columbus, OH: Charles Merrill.

Roessler, R. (in press). The role of assessment in enhancing the vocational success of people with multiple sclerosis. Work: A Journal of Prevention, Assessment, and Rehabilitation.

Roessler, R., & Foshee, K. (1996). Impact of occupational instruction on the performance and vocational identity of special education students. Rural Special Education Quarterly, 15(1), 35-43.

Roessler, R., & Grover, J. (1995). An evaluation of the effectiveness of the local transition team. Arkansas Transition Project Research Report. Fayetteville: University of Arkansas Research and Training Center in Vocational Rehabilitation.

Roessler, R., & Mullins, J. (1995). Factors affecting rehabilitation counselor performance: A social cognitive perspective. Rehabilitation Education, 9(1), 21-36.

Roessler, R., & Peterson, R. (in press). An exploratory analysis of parental satisfaction with transition services. Rural Special Education Quarterly.

Roessler, R., & Rubin, S. (in press). Instructor's manual for Foundations. Austin: Pro-Ed.

Roessler, R., & Rumrill, P. (1995). Promoting reasonable accommodations: An essential postemployment service. Journal of Applied Rehabilitation Counseling, 26, 3-7.

Roessler, R., & Rumrill, R. (in press). Strategies for enhancing career maintenance self-efficacy for people with multiple sclerosis. Journal of Rehabilitation

Roessler, R., & Rumrill, R. (1995). The relationship of perceived worksite barriers to job mastery and job satisfaction for employed people with multiple sclerosis. Rehabilitation Counseling Bulletin, 39(1), 2-14.

Roessler, R., & Rumrill, P. (1995). The Work Experience Survey (WES): A structured interview approach to worksite accommodation planning. Journal of Job Placement, 11(1), 15-19.

Rubin, S., & Roessler, R. (in press). Foundations of the vocational rehabilitation process (4th ed.). Austin: Pro-Ed. Fayetteville: University of Arkansas, Arkansas Research and Training Center in Vocational Rehabilitation.

Rumrill, P., Roessler, R., & Denny, G. (in press). Increasing confidence in the accommodation request process among persons with multiple sclerosis: A career maintenance self-efficacy intervention. Journal of Job Placement.

Rumrill, P., Roessler, R., & Reed, C. (in press). Operationalizing Title I of the American with Disabilities Act: Reasonable accommodations and resources. Journal of Long-Term Care Administration.

Rumrill, P., Roessler, R., & Boen, L., & Brown, P. (in press). The Accommodations Planning Team Seminar: Improving prospects for competitive careers for students with disabilities. The College Student Affairs Journal.

Schriner, K.F. (1995). Improving rehabilitation education: A case for teaching disability policy to rehabilitation students. Rehabilitation Education, 9, 323-337.

Schriner, K.F. (1995). Introduction. In N. Arnold (Ed.), Self-employment in vocational rehabilitation: Building on lessons from rural America (pp. ix-xiii). Missoula: University of Montana Research and Training Center on Rural Rehabilitation Services.

Schriner, K.F. (1996). The Rehabilitation Act Amendments of 1992: Initiatives and issues. Journal of Applied Rehabilitation Counseling, 27(1), 37-41.

Schriner, K.F., & Batavia, A.E. (1995). Disability law and social policy. In A. Dell Orto & R. Marinelli (Eds.), Encyclopedia of disability and rehabilitation (pp. 260-270). New York: Macmillan.

Schriner, K.F., & Neath, J. (1995). Disability studies: Thoughts on six critical issues. Schriner, K.F. (Ed.) (1994). Journal of Disability Policy Studies, 6(1). Fayetteville: University of Arkansas Research and Training Center in Vocational Rehabilitation.

Schriner, K.F., & Neath, J. (1996). Self-employment for people with disabilities: A preliminary analysis of Arkansas VR closures and an examination of the microenterprise model for promoting economic self-efficiency and social change (pp. 12-18). Washington, DC: National Rehabilitation Association Switzer Seminar Monograph.

Schriner, K.F., Bellini, J., & Williams, E. (1995). Implementing IDEA: IEP meetings in demonstration and nondemonstration sites in a rural systems change state. Rural Education Quarterly, 14, 36-42.

Schriner, K.F., Millett, E., & Neath, J. (1994). Arkansas supported employment quarterly reports (3rd quarter). Fayetteville: University of Arkansas, Arkansas Research and Training Center in Vocational Rehabilitation.

Schriner, K.F., Rumrill, P., & Parlin, R. (1995). Rethinking disability policy: Equity in the ADA era and the meaning of specialized services for people with disabilities. Journal of Health and Human Services Administration, 17, 478-499.

In addition to the above publications, self-study packets were developed on the following topics during this reporting period. These packets include Institute on Rehabilitation Issues publications from previous years, self-study guidelines, and a test. Successful completion of the self-study results in CRC credits.

Johnson, V.A. (1995). A self-study program for professional development: American Indian Rehabilitation Programs: Unmet Needs. Fayetteville: University of Arkansas, Arkansas Research and Training Center in Vocational Rehabilitation.

Johnson, V.A. (1995). A self-study program for professional development: Changing Concepts in Adjustment Services. Fayetteville: University of Arkansas, Arkansas Research and Training Center in Vocational Rehabilitation.

Johnson, V.A. (1995). A self-study program for professional development: Client Assistance Program: A Rehabilitation Resource. Fayetteville: University of Arkansas, Arkansas Research and Training Center in Vocational Rehabilitation.

Johnson, V.A. (1995). A self-study program for professional development: Disability Management in the Workplace. Fayetteville: University of Arkansas, Arkansas Research and Training Center in Vocational Rehabilitation.

Johnson, V.A. (1995). A self-study program for professional development: Enhancing the Rehabilitation of Persons With Long-Term Mental Illness. Fayetteville: University of Arkansas, Arkansas Research and Training Center in Vocational Rehabilitation.

Johnson, V.A. (1995). A self-study program for professional development: Enhancing Job Retention and Career Advancement in Rehabilitation. Fayetteville: University of Arkansas, Arkansas Research and Training Center in Rehabilitation.

Johnson, V.A. (1995). A self-study program for professional development: Multidisciplinary Approach to Rehabilitation. Fayetteville: University of Arkansas, Arkansas Research and Training Center in Vocational Rehabilitation.

Johnson, V.A. (1995). A self-study program for professional development: Projects With Industry: A Public/Private Partnership That Works. Fayetteville: University of Arkansas, Arkansas Research and Training Center in Vocational Rehabilitation.

Johnson, V.A. (1995). A self-study program for professional development: Strategies for Serving Deaf-Blind Clients. Fayetteville: University of Arkansas, Arkansas Research and Training Center in Vocational Rehabilitation.

Johnson, V.A. (1995). A self-study program for professional development: Supported Employment: Implications for Rehabilitation Services. Fayetteville: University of Arkansas, Arkansas Research and Training Center in Vocational Rehabilitation.

Johnson, V.A. (1995). A self-study program for professional development: The Future Workplace: Implications for Rehabilitation. Fayetteville: University of Arkansas, Arkansas Research and Training Center in Vocational Rehabilitation.

Johnson, V.A. (1995). A self-study program for professional development: The Provision of Assistive Technology Services in Rehabilitation. Fayetteville: University of Arkansas, Arkansas Research and Training Center in Vocational Rehabilitation.

Johnson, V.A. (1995). A self-study program for professional development: Vocational Rehabilitation Services in Independent Living Centers. Fayetteville: University of Arkansas, Arkansas Research and Training Center in Vocational Rehabilitation.

Rice, B.D., & Roessler, R. (1995). A self-study program for professional development: Consumer Involvement in Rehabilitation Research and Practice. Fayetteville: University of Arkansas, Arkansas Research and Training Center in Vocational Rehabilitation.

Rice, B.D., & Roessler, R. (1995). A self-study program for professional development: Cultural Diversity in Rehabilitation. Fayetteville: University of Arkansas Arkansas Research and Training Center in Vocational Rehabilitation.

Rice, B.D., & Roessler, R. (1995). A self-study program for professional development: Enhancing Employer Service Strategies in Rehabilitation. Fayetteville: University of Arkansas, Arkansas Research and Training Center in Vocational Rehabilitation.

Rice, B.D., & Roessler, R. (1995). A self-study program for professional development: Name of The Game: Employment. Fayetteville: University of Arkansas, Arkansas Research and Training Center in Rehabilitation

Presentations

Presentations are used to transfer new information and encourage its utilization in a variety of settings. This involves disseminating information at national, regional, state and local conferences and meetings as well as the presentation of information via such avenues as radio, television, and other electronic means. During this reporting period Center faculty delivered 52 presentations at a variety of meetings involving professional groups as well as consumers. Following is a list of those presentations:

Akridge, R.L. (1995, March). A research-based comparison of "client choice" and traditional VR agency intake and program planning services. Presentation at the Seventh National Forum in Issues in Vocational Assessment, Louisville, KY.

Akridge, R.L. & Johnson, V.A. (1995, March). The cultural competence of rehabilitation counselors and rehabilitation agencies. 13th Annual NRCA Professional Development Symposium, Little Rock, AR.

Bolton, B., Neath, J., & Bellini, J. (1995, May). Predicting client outcomes from data available at initiation of services. Arkansas Rehabilitation Association Meeting, Hot Springs, AR.

Brookings, J. & Bolton, B. (1995, July). Conceptual foundations for the measurement of empowerment. American Psychological Society Convention, New York.

Cook, D., Bolton, B., Neath, J., & Bellini, J. (1995, May). Investigating excellence among Arkansas' rehabilitation counselors. Arkansas Rehabilitation Association Meeting, Hot Springs, AR.

Cook, D., Neath, J., & Bolton, B. (1996, March). Basic knowledge required of the qualified rehabilitation counselor. NRCA Professional Development Symposium, Little Rock, AR.

Deimling, T., Brookings, J., & Bolton, B. (1995, May). Predictors of performance on the ETS major field achievement test in psychology. Midwestern Psychological Association Meeting, Chicago, IL.

DeStefano, L., Hasazi, S., Cobb, B., Johnson, D., Guy, B., & Schriner, K. (1995, April). Issues in the evaluation of a multi-site federal systems change initiative. American Educational Research Association, San Francisco, CA.

Farley, R.C. (1995, January). Future trends in employment of people with disabilities. National Institute on Disability and Rehabilitation Research Project Director's Meeting, Washington, DC.

Farley, R.C. (1996, January). School-to-work enhancement program. Area Transition Meeting, Hot Springs, AR.

Farley, R.C. (1996, April). Evaluation of an employment preparation program designed to enhance school-to-work transition: Preliminary findings. Statewide Transition Meeting, Hot Springs, AR.

Greenwood, R., & Roessler, R. (1995, March). Grant writing. College of Education Faculty Roundtable, University of Arkansas, Fayetteville, AR.

Johnson, V.A. (1996, April). Native American College Students: Unmet Needs. Paper presented at the Southeast Regional Postsecondary Consortium Biennial Conference, Knoxville, TN.

Johnson, V.A. (1996, April). Access Issues in Distance Learning. Paper presented at the Southeast Regional Postsecondary Consortium Biennial Conference, Knoxville, TN.

Johnson, V.A. (1996, April). Postsecondary Career Development Programming Standards for Students with Disabilities. Paper presented at the Association for Higher Education and Disabilities (AHEAD) National Task Force Meeting, Knoxville, TN.

Means, B.L. (1994, December). An overview of HSRC psychological services and the role of RTC faculty. Presentation to VA psychologists, Hot Springs Rehabilitation Center, Hot Springs, AR.

Means, B.L. (1995, January). Community collaboration to promote employment of people with disabilities. KZNG radio talk show "Hot Springs Scene", Hot Springs, AR.

Means, B.L. (1995, January). Community collaboration to promote employment of people with disabilities. Presentation on Channel 5, Hot Springs Community Service Channel, Hot Springs, AR.

Means, B.L. (1995, May). Community development. Arkansas Rehabilitation Association Conference, Hot Springs, AR.

Means, B.L. (1995, May). The mental health association. Mental Health Association in Garland County Awards Banquet, Hot Springs, AR.

Means, B.L. (1995, June). Stress and coping skills. Hot Springs Rehabilitation Center Diabetes Workshop, Hot Springs, AR.

Means, B.L. (1995, September). Transition of CMI clients into community support services. Presentation at Hot Springs Rehabilitation Center, Hot Springs, AR.

Means, B.L. (1995, October). Stress and coping skills. Hot Springs Rehabilitation Center Diabetes Workshop, Hot Springs, AR.

Means, B.L. (1996, April). Career intervention approaches. National Rehabilitation Association Mid-Atlantic Regional Conference, Baltimore, MD.

Means, B.L. (1996, April). Milestones in becoming a more psychologically healthy person. National Rehabilitation Association Mid-Atlantic Regional Conference, Baltimore, MD.

Means, B.L. (1996, April). An introduction to the Arkansas research and training center in vocational rehabilitation as a resource on the enhancement of employment of people with disabilities. National Rehabilitation Association Great Plains Regional Conference, Omaha, NE.

Means, B.L. (1996, May). Life career interventions for older Americans. An interview and presentation on Channel 5, Hot Springs Community Service Channel, Hot Springs, AR

Neath, J. & Bolton, B. (1995, May). Consumer and worker satisfaction with the common intake form at selected locations in Arkansas. Arkansas Rehabilitation Service/ARTCVR Meeting, Russellville, AR.

Neath, J. & Bolton, B. (1995, May). The influence of client characteristics on counselor eligibility decisions for VR applicants placed in extended evaluation. Arkansas Rehabilitation Service/ARTCVR Meeting, Russellville, AR.

Neath, J. & Mariedaughter, P. (1995, March). Politically correct or passionately connected? Disability and other etiquette issues for feminists. Northwest Arkansas Women's Conference and Festival, University of Arkansas, Fayetteville.

Rice, B.D. (1995, March). Introduction and orientation to the institute on rehabilitation issues. National Conference on Rehabilitation Issues, Baltimore, MD.

Roessler, R. (1994, October). Reasonable accommodations: A job retention strategy for people with severe disabilities. Canadian Association of Rehabilitation Personnel, Banff, Canada.

Roessler, R. (1994, November). Psychosocial interventions in rehabilitation. Rehabilitation Education Student Association, Fayetteville, AR.

Roessler, R. (1995, March). Progress in transition planning: Perspectives of school professionals. Presentation to the Program Evaluation Committee, Arkansas Transition Project, Little Rock, AR.

Roessler, R. (1995, May). Research outcomes from the Arkansas Transition Project. Refereed. Arkansas Rehabilitation Association, Hot Springs, AR.

Roessler, R. (1995, June). An evaluation of the referral monitoring system in the Arkansas Transition Project. Refereed. National Project Directors' Annual Meeting, Transition Research Institute, Washington, DC.

Roessler, R (1995, October). Quality of Life: The ultimate criterion in transition. Transition: Investment in the Future Conference. Invited. University of Arkansas University Affiliated Program, Little Rock, AR.

Roessler, R. (1996, March). Accommodations Planning Team (APT) seminars: A return-to-work/job retention strategy for people with severe disabilities. National Rehabilitation Counseling Association Professional Development Symposium, Little Rock, AR.

Roessler, R. (1996, March). Advocacy training for requesting classroom accommodations. National Association of Student Personnel Administrators National Conference, Atlanta, GA.

Roessler, R. & Rumrill, P. (1995, March). Promoting reasonable accommodations: An essential postemployment service. Refereed. National Rehabilitation Counseling Association, Professional Development Symposium, Tucson, AZ.

Roessler, R. & Schriner, K. (1996, March). Transition services in Arkansas: Findings from the 2nd wave. Meeting of the Program Evaluation Committee. Arkansas Transition Project, Little Rock, AR.

Schriner, K.F. (1995, January). Respondent comments to panel presentations. NIDRR Project Directors' Meeting. Invited. Washington, DC.

Schriner, K.F. (1995, March). A disability studies perspective on rehabilitation practice and education. Invited. National Council on Rehabilitation Education, Washington, DC.

Schriner, K.F. (1995, March). Evaluating systems change: A plan for evaluating the efforts of OSEP's state grantees. Teleconference presentation. Transition systems change project staff (approximately 20 states), Fayetteville, AR.

Schriner, K.F. (1995, April). "Nonsense upon stilts?" Rights-based employment policies for people with disabilities. Invited. University of Texas at Dallas, Department of Sociology and Political Economy, Dallas, TX

Schriner, K.F. (1995, April). Participatory action research in rehabilitation policy and practice. Invited. NIDRR Invitational Conference on Participatory Action Research, Washington, DC.

Schriner, K.F. (1995, May). The research and training priorities of the Arkansas Research and Training Center in Vocational Rehabilitation. Annual meeting of the President's Committee on Employment of People with Disabilities, Portland, OR.

Schriner, K.F. (1995, May). Reform of the Rehabilitation Act: Implications of consolidation and block funding proposals. Invited. Annual meeting of National Council on Independent Living, Washington, DC.

Schriner, K.F. (1996, February). Entrepreneurs with disability: What we know about self-employment among people with disabilities and how to promote it. Invited. Region VI Conference on Employment, Dallas, TX.

Schriner, K.F. (1996, March). Self-employment for persons with disabilities: How rehabilitation agencies can help promote entrepreneurship. Invited. Annual meeting of Institute on Rehabilitation Issues, New Orleans, LA.

Schriner, K.F. & Neath, J. (1995, Sept.). Self-employment, empowerment, and social change: A preliminary analysis of self-employment in a state rehabilitation agency and an agenda for research and development. Invited. Switzer Seminar, Washington, DC.

Schriner, K.F. & Scotch, R.K. (1995, June). Beyond the ADA: The next generation of disability policy. Annual meeting of Society for Disability Studies, Oakland, CA.

Materials Development and Distribution

The Center, in conjunction with the Materials Development and Dissemination Center, serves as an international resource on employment of people with disabilities. Utilizing the services of the Materials Development and Dissemination Center as well as secondary dissemination units the widespread distribution, in usable formats, of research findings and products is achieved.

"Develop," "promote" and "disseminate" represent the three objectives of materials development and distribution. Objective one is to translate new knowledge into materials that can be readily adopted by and integrated into service settings. During this reporting period the Center has translated new information into a number of useable products such as training packages and curricular material on career assessment and planning, resource documents on a variety of employment-related topics, self-study programs, computer software on assessment, and assessment instruments. These products are included in the list of publications in the previous section. They are made available in a variety of formats to insure accessibility to a wide audience with varying disabilities and from diverse cultures.

The second objective is to "promote" research and training products to make them known to Center target audiences. This is achieved through direct mail marketing and the use of brochures, pamphlets, flyers, and catalogs. During this reporting period 4,525 promotional catalogs and brochures were disseminated. Other strategies for promoting research and training products are presentations, exhibits, and displays at state, regional, and national conferences. During the reporting period, Center employability development products developed during the current cycle and in previous years were displayed and presented at the following:

Akridge, R.L. (1995, March). Research and training products that facilitate employment preparation and outcomes for people with disabilities. Seventh National Forum on Issues on Vocational Assessment, Louisville, KY. (10 contact hours). Estimated Audience - 200.

Farley, R.C. (1995, September). Research and training products that facilitate employment preparation and employment outcomes for people with disabilities. National Rehabilitation Association Annual Training Conference, Dallas, TX. (12 contact hours). Audience - 500.

Farley, R.C. & Means, B.L. (1996, April). Research and training products that facilitate employment preparation and employment outcomes for people with disabilities. National Association of Research and Training Centers Annual Meeting, Washington, DC. (2 contact hours). Audience - 60.

Johnson, V.A. (1995, August). Research and training products that facilitate employment preparation and employment outcomes for people with disabilities. Illinois Department of Rehabilitation Training Workshop, Decatur, IL. (14 contact hours). Audience - 60.

Johnson, V.A. (1996, January). Research and training products to facilitate assessment of employability skills for people with disabilities. Golden West College Regional Resource Center Workshop, Hunington Beach, CA. (12 contact hours). Audience - 32.

Johnson, V.A. (1996, April). Research and training products to facilitate assessment of employability skills for people with disabilities. Golden West College Regional Resource Center Workshop, Hunington Beach, CA. (12 contact hours). Audience - 32.

Johnson, V.A. (1996, April). Research and training products to facilitate assessment of employability skills for people with disabilities. Southeast Regional Postsecondary Consortium Biennial Conference, Knoxville, TN. (15 contact hours). Audience - 320

Means, B.L. (1995, May). Research and training products that facilitate employment preparation and outcomes for people with disabilities. President's Committee on Employment of Persons with Disabilities, Portland, OR. (15 contact hours). Estimated audience - 1500.

Means, B.L. (1996, February). Research and training products that facilitate employment preparation and employment outcomes for people with disabilities. National Rehabilitation Counseling Association Symposium, Little Rock, AR. (15 contact hours). Audience - 150.

Means, B.L. (1996, April). Research and training products that facilitate employment preparation and employment outcomes for people with disabilities. National Rehabilitation Association Great Plains Regional Conference, Omaha, NE. (15 contact hours). Audience - 200

Parkerson, S. & Means, B.L. (1996, April). Research and training products that facilitate employment preparation and employment outcomes for people with disabilities. Mid-Atlantic Regional National Rehabilitation Association, Baltimore, MD. (12 contact hours). Audience - 350.

The third objective of materials development and distribution is to "disseminate" Center research and training products to the widest possible audience. In addition to distributing material through training, educational programs, and presentations, the Center uses direct mail dissemination to introduce research and training products to service settings. During this reporting period 18,531 products were disseminated, including 10,431 copies of assessment instruments, manuals, computer software, employability enhancement interventions (training guides, workbooks, audio and videotapes, and slides), peer helping

materials, and resource documents (research reports, monographs, IRI documents, manuals, etc.). Instructional brochures on topics such as job seeking skills and utilizing families in rehabilitation totaled 8,100. These represent products developed during previous grant periods as well as the current grant cycle.

Worldwide utilization of Center publications is suggested by the geographic diversity of requests for publications from Portugal, Sweden, Canada, Australia, Switzerland, Yugoslavia, Poland, Pakistan, Argentina, New Zealand, Germany, Korea, Netherlands, Spain, Ireland, Denmark, Japan, Egypt, Mexico, Finland, and Great Britain.

The utilization of Center products in an array of settings is suggested by the types of organizations and individuals ordering Center material. Included are rehabilitation facilities, state agencies, universities and colleges, hospitals, independent living programs, consumer organizations, rehabilitation professionals, government offices, continuing education programs, private industry, and libraries. During this reporting period the Center received over 760 orders for research and training products and publications.

Customer/constituent reaction to these products is summarized in the section on Feedback on pages 108-109 and Research Project R-VIA progress report on page 59.

Training and Education

Introduction

The training and education program contributes to the achievement of Center objectives 2 and 3 and all four goals. It is designed to impact the knowledge, skills, and attitudes of the Center's target audience and is described in the grant application on pages 163-182 with training priority areas listed on pages 174-178. Activities are conducted at three levels: 1) preservice to prepare individuals planning for careers in rehabilitation service delivery and disability and rehabilitation research. These activities include lectures, classes, seminars, independent studies and internships carried out in collaboration with undergraduate and graduate levels of education; 2) in-service to increase the knowledge and skills and impact the attitudes of individuals in the disability service delivery field as well as those conducting disability and rehabilitation research. These activities include conferences, workshops, seminars, and self-study; and 3) public education to increase the knowledge and skills and impact the attitudes of consumers with disabilities and community leaders. Activities include presentations, seminars, workshops, and self-study. Nine training priorities/projects have been established to facilitate the delivery of training and educational activities. They are:

T1 Service Delivery Collaboration

T2 Career Awareness and Exploration for Students With Disabilities

T3 Community-based Employment Strategies

T4 Empowerment Skills and Services

T5 Strategies for Improving the Vocational Rehabilitation Process

T6 Current Issues in Vocational Rehabilitation and the Employment of People with Disabilities

T7 Rehabilitation Graduate Training

T8 Rehabilitation Research Training

T9 Public Education Programs to Enhance Employment Preparation and Employment Outcomes

The following training priority/project progress reports describe the accomplishments and activities for each during this reporting period.

Training Priority/Project Progress Reports

I. Training Priority T1

A. Title: **Service Delivery Collaboration**

B. Grant Application Reference: Page 174

II. Faculty

Bob L. Means, Ph.D.
Robert L. Akridge, Ed.D.

III. Description

This training priority area is designed to parallel research Priority Area I of the same focus. Training activities are directed at preparing individuals from vocational rehabilitation agencies, community rehabilitation programs, independent living programs, schools, business and industry, and other community programs to utilize collaborative efforts to promote employment readiness, vocational skill development, and positive work habits that will result in employment outcomes for individuals with disabilities. Programs and activities are designed to meet the needs of specific groups of participants. Examples of topic areas include (a) models of collaboration involving multiple service delivery systems, consumers, and other community entities; (b) strategies and techniques for establishing community-based collaborative programs; and (c) research findings relative to promoting collaborative efforts.

IV. Activities, Accomplishments, and Outcomes

During this reporting period 2 instructional hours were provided for 35 trainees in 1 program as follows:

Means, B.L. (4/29/96) Community Collaboration: Targeting Employment of Persons with Disabilities. 2 instructional hours. 35 trainees. Omaha, NE.

I. Training Priority T2

A. Title: **Career Awareness and Exploration for Students with Disabilities**

B. Grant Application Reference: Pages 174 -175

II. Faculty

Roy Farley, Ed.D.
Robert Akridge, Ed.D.
Virginia Anne Johnson, Ed.D.
Bob L. Means, Ph.D.

III. Description

This training priority area parallels research Priority Area II of the same focus and is designed to facilitate the utilization of research findings and products from projects in that area as well as information and products from the Center's previous work in related areas. Training activities are directed at preparing individuals from vocational rehabilitation agencies, special education, secondary education, vocational education, transition programs, and youth manpower programs to utilize a variety of techniques and strategies to promote career awareness, exploration, and preparation for young persons with disabilities. Program and topic areas vary depending on the needs of the audience but examples include (a) developing career awareness, exploration, and preparation objectives and goals in educational planning, (b) techniques, strategies, and intervention programs that facilitate career awareness and preparation, and (c) understanding the Individuals with Disabilities Education Act (IDEA) and the 1992 Rehabilitation Act Amendments.

IV. Activities, Accomplishments, and Outcomes

During this reporting period 39 instructional hours were provided for 53 trainees in 6 programs/sessions. Below is a list of those activities.

Farley, R.C. (9/11/95) Strategies for Preparing Students with Disabilities for the World of Work. 3 instructional hours. 5 trainees. Hot Springs, AR.

Johnson, V.A. & Parkerson, S. (2/14/96) Career Development for Students with Disabilities. 4 instructional hours. 3 trainees. Malvern , AR.

Johnson, V.A. & Parkerson, S. (2/17/96) Career Development for Students with Disabilities. 4 instructional hours. 4 trainees. Arkadelphia , AR.

Means, B.L., Johnson, V.A., Farley, R.C., Akridge, & R.L, Cochran, W.A. (10/31-11/1/95) Career Development for Students with Disabilities. 12 instructional hours. 20 Trainees. Hot Springs, AR

Means, B.L., Johnson, V.A., Farley, R.C., Akridge, & R.L, Cochran, W.A. (11/29-30/95) Career Development for Students with Disabilities. 12 instructional hours. 15 Trainees. Hot Springs, AR

Roessler, R. (8/13/94) Life-Centered Career Education. 4 instructional hours. 6 trainees. Sheridan, AR

I. Training Priority T3

A. Title: **Community-based Employment Strategies**

B. Grant Application Reference: Page 175

II. Faculty

Roy C. Farley, Ed.D.
Bob L. Means, Ph.D.
Virginia Anne Johnson, Ed.D.

III. Description

Paralleling the research priority area of the same emphasis, activities in this training priority area focus on facilitating research utilization of findings and products developed as a result of activities in Priority Area III and earlier efforts by the Center. Training activities are directed at preparing individuals from vocational rehabilitation, schools, transition programs, independent living programs, community rehabilitation programs, and other manpower programs to utilize practices that enhance employment outcomes for individuals with disabilities. Special attention is focused on employment planning and advancement strategies for those with the most severe disabilities. Specific training programs and topics vary depending on the audience, but examples include: (a) peer support programs, (b) employability/career enhancement clinics, and (c) career clubs.

IV. Activities, Accomplishments, and Outcomes

During this reporting period 83 instructional hours were provided for 137 trainees in 7 programs/sessions. Below is a list of those activities.

Akridge, R.L. and Johnson, V.A. (9/28-29/95) Career Development Strategies for Community Rehabilitation Programs. 12 instructional hours. 13 trainees. Mandeville, LA.

Farley, R.C. and Akridge, R.L. (5/16-18/95) Career Assessment & Preparation Strategies. 18 instructional hours. 15 trainees. Austin, TX.

Farley, R.C. and Means, B.L. (8/29-31/95) Developing a Model Employability Assessment and Training Program in Rehabilitation Facilities. 12 instructional hours. 16 trainees. Mandeville, LA.

Farley, R.C. & Means, B.L. (5/14-15/96) Career Assessment and Planning Strategies for Rehabilitation Settings. 12 instructional hours. 35 trainees. Baton Rouge, LA.

Means, B.L. (9/8/94) Job Seeking Skills Assessment & Training. 1 instructional hours. 50 trainees. Little Rock, AR.

Means, B.L. (9/13/94) Strategies for Getting a Job. 1 instructional hours. 6 trainees. Little Rock, AR.

Parkerson, S. (2/19-3/22/96) Goal Setting and Program Development. 27 instructional hours. 2 trainees. Hot Springs, AR.

I. Training Priority T4

A. Title: **Empowerment Skills and Services**

B. Grant Application Reference: Page 176

II. Faculty

Bob L. Means, Ph.D.
Robert L. Akridge, Ed.D.
Roy C. Farley, Ed.D.
Virginia Anne Johnson, Ed.D.

III. Description

This training priority area is designed to facilitate the utilization of research findings and products developed from activities in Research Priority Area IV as well as research and training products from the Center's previous work in this area. Training activities focus on preparing individuals from vocational rehabilitation agencies, schools, community rehabilitation programs, independent living programs, transition programs, and consumer organizations to utilize techniques and strategies and provide services designed to empower consumers and emphasize consumer choice and self-advocacy in planning for, gaining access to, and participating in employment preparation programs. Training is designed to meet the needs of specific groups and topics will vary. Examples include (a) strategies for measuring empowerment, (b) enhancing self-direction and choice in vocational planning and career decision-making, (c) empowering minority populations, and (d) promoting empowerment and involvement during the vocational rehabilitation process.

IV. Activities, Accomplishments, and Outcomes

During this reporting period 80 instructional hours were provided for 34 trainees in 5 programs/sessions. Below is a list of those activities.

Akridge, R.L. (9/6-9/94) Peer Support Strategies for Community-based Rehabilitation Programs. 21 instructional hours. 10 trainees. Montgomery, AL.

Akridge, R.L. (5/31-6/2/95) Peer Support Strategies for Community-based Rehabilitation Programs. 21 instructional hours. 8 trainees. Hot Springs, AR.

Akridge, R.L. (9/19-21/95) Peer Support and Personal Empowerment. 24 instructional hours. 11 trainees. Little Rock, AR.

Akridge, R.L. (12/12/95) Individual Instruction on Peer Support. 2 instructional hours. 1 trainee. Hot Springs, AR.

Parkerson, S. (9/12-13/94) Personal Careers Planning. 12 instructional hours. 4 trainees. Houston, TX.

I. Training Priority T5

A. Title: **Strategies for Improving the Vocational Rehabilitation Process**

B. Grant Application Reference: Page 176

II. Faculty

Robert L. Akridge, Ed.D.
Brian Bolton, Ph.D.
Roy C. Farley, Ed.D.
Bob L. Means, Ph.D.
Virginia Anne Johnson, Ed.D.

III. Description

Designed to disseminate research findings and products from Research Priority Area V, activities in T5 are directed at preparing vocational rehabilitation audiences to utilize techniques, strategies, and interventions to improve eligibility determination, vocational assessment, job preparation, and job placement. Programs and topics vary depending on the specific needs of training audiences. Examples include (a) streamlining the eligibility determination process and facilitating order of selection, (b) improved vocational assessment strategies, (c) job counseling and placement, (d) job preparation strategies, (e) job placement skills, and (f) resource utilization.

IV. Activities, Accomplishments, and Outcomes

During this reporting period 52 instructional hours were provided for 250 trainees in 9 programs/sessions. Below is a list of those activities.

Bolton, B. (9/29/94) Employee Assessment: Foundations and Instruments. 1 instructional hour. 25 trainees. Oklahoma City, OK.

Bolton, B. (2/3/95) Employability Assessment in the Rehabilitation Process. 6.5 instructional hours. 28 trainees. San Antonio, TX.

Bolton, B. (2/6/95) Reducing 28 Closures in the ARS. 1 instructional hour. 15 trainees. Little Rock, AR.

Bolton, B. (8/17/95) Employability Assessment: Principles of Case Interpretation. 1.5 instructional hour. 6 trainees. Oklahoma City, OK.

Bolton, B., Brown P., & Ortega R. (3/8/96) Interpretation of Computer-generated Vocational Assessment Instruments. 1.5 instructional hours. 37 trainees. Little Rock, AR.

Johnson, V.A.(8/8-10/95) Employer Service Strategies. 14 instructional hours. 48 trainees. Decatur, IL.

Johnson, V.A. (1/18/96) Research and Training Products to Facilitate Assessment of Employability Skills for People with Disabilities. 12 instructional hours. 32 trainees. Huntington Beach, CA.

Johnson, V.A. (2/21/96) Job Placement Job Seeking Skills Training. 8 instructional hours. 29 trainees. Little Rock, AR.

Means, B.L. & Akridge, R.L. (6/9/95) Counseling Skills that Facilitate Client Empowerment. 6.5 instructional hours. 30 trainees. Newport Beach, CA.

I. Training Priority T6

A. Title: **Current Issues in Vocational Rehabilitation and the Employment of People With Disabilities**

B. Grant Application Reference: Page 177

II. Faculty

Virginia Anne Johnson, Ed.D.
Roy C. Farley, Ed.D.
Sandra Parkerson, B.S.

III. Description

The Center conducts national meetings focusing on selected issues in vocational rehabilitation and employment of people with disabilities. These meetings are conducted in collaboration with other research and training centers focusing on employment of individuals with disabilities. Topics selected are based on input from several entities that may include representatives from the Council of State Administrators in Vocational Rehabilitation (CSAVR), Rehabilitation Service Administration (RSA), the National Institute on Disability and Rehabilitation Research (NIDRR) and others.

IV. Activities, Accomplishments, and Outcomes

During this reporting period 66 instructional hours were provided for 115 trainees in 6 programs/sessions. Below is a list of those activities.

Johnson, V.A. & Parkerson, S. (10/23-25/95) Technology to Aid Clients in Employment. 15 instructional hours. 10 trainees. Portland, ME.

Johnson, V.A. & Parkerson, S. (3/3-6/96) Technology to Aid Clients in Employment. 12 instructional hours. 45 trainees. New Orleans, LA..

Parkerson, S. & Johnson, V.A. (3/13-14/95) Rehabilitation Programs for American Indians. 10 instructional hours. 10 trainees. Baltimore, MD.

Rice, B.D. (3/13-14/95) Career Maintenance & Advancement Strategies. 10 instructional hours. 18 trainees. Baltimore, MD.

Rice, B.D. (4/12 /95) Employment Strategies. 9 instructional hours. 2 trainees. Hot Springs, AR.

Hopkins, D. (11/11-12/94) Multicultural Issues in the Rehabilitation Profession. 10 instructional hours. 30 trainees. Chicago, IL.

I. Training Priority T7

A. Title: **Rehabilitation Graduate Training**

B. Grant Application Reference: Page 177

II. Faculty

Richard Roessler, Ph.D.
Kay Schriner, Ph.D.
Roy C. Farley, Ed.D.
Virginia Anne Johnson, Ed.D.
Jeanne Neath, Ph.D.

III. Description

This training priority focuses on providing graduate training at the masters and doctoral levels to individuals who are preparing for careers in rehabilitation. Center faculty conduct classes and seminars in the Department of Rehabilitation Education and Research as well as lectures in other departments such as special education and vocational education. Graduate training provides another avenue to disseminate research findings from the six research priority areas.

IV. Activities, Accomplishments, and Outcomes

During this reporting period 368 instructional hours were provided for 161 trainees in 18 programs/sessions. Below is a list of those activities.

Akridge, R.L (11/14/94) Marketing Approaches to Job Placement. 3 instructional hours. 8 Trainees. Little Rock, AR.

Akridge, R.L (11/13/95) Marketing Approaches to Job Placement. 3 instructional hours. 13 trainees. Little Rock, AR.

Bolton, B. (4/30/96) Adjustment to Severe Disability. 2 instructional hours. 12 trainees. Fayetteville, AR.

Bolton, B. (9/13/95) Conceptual Issues in Empowerment. 2.5 instructional hours. 11 trainees. Fayetteville, AR.

Farley, R.C. (Fall 1994) RHAB 5443: Rehabilitation Case Management. 45 instructional hours. 8 trainees. Little Rock, AR.

Farley, R.C. (Fall 1995) RHAB 5443: Rehabilitation Case Management. 45 instructional hours. 13 trainees. Little Rock, AR.

Johnson, V.A. (Fall 1995) RHAB 6053 Ethical Practices in Rehabilitation. 15 instructional hours. 5 trainees. Little Rock, AR.

Johnson, V.A. (10/16/95) Medical Aspects of Disability. 3 instructional hours. 8 trainees. Little Rock, AR.

Johnson, V.A. (11/27/95) Ethical Practices in Rehabilitation . 3 instructional hours. 8 trainees. Little Rock, AR.

Johnson, V.A. (Spring 1996) RHAB 5493 Medical Aspects of Disability. 45 instructional hours. 11 trainees. Little Rock, AR.

Neath, J. (9/13/95) Empowerment in Vocational Rehabilitation. 2.5 instructional hours. 11 trainees. Fayetteville, AR.

Rice, B.D. (11/21/94) Caseload Management in Rehabilitation. 3 instructional hours. 13 trainees. Little Rock, AR.

Roessler, R. and Andrew, J. (Summer 95) REHAB 5493: Vocational Evaluation Work Adjustment & Placement. 45 instructional hours. 9 trainees. Fayetteville, AR.

Roessler, R. (Fall 95) RHAB 5423 Vocational Rehabilitation Foundations. 45 instructional hours. 10 trainees. Fayetteville, AR.

Roessler, R. (Fall 95) RHAB 599V Seminar on Teaching. 7 instructional hours. 7 trainees. Fayetteville, AR.

Roessler, R. (Spring 96) RHAB 5443 Rehabilitation Case Management. 45 instructional hours. 12 trainees. Fayetteville, AR.

Roessler, R. (Spring 96) RHAB 5463 Employer Relations Practicum. 45 instructional hours. 1 trainee. Fayetteville, AR.

Roessler, R. (Spring 96) RHAB 5749 Internship. 9 instructional hours. 1 trainee. Fayetteville, AR.

* Project T7 demonstrates the collaboration between the Rehabilitation Research & Training Center and the Rehabilitation Graduate Education Program. R. Roessler has an appointment of 75% Graduate Education and 25% Rehabilitation Research & Training Center. His teaching accomplishments for Rehabilitation Education are also reported here.

I. Training Priority T8

A. Title: **Rehabilitation Research Training**

B. Grant Application Reference: Page 171 & 177

II. Faculty

Brian Bolton, Ph.D.
Rick Roessler, Ph.D.
Kay Schriner, Ph.D.
Roy C. Farley, Ed.D.
Jeanne Neath, Ph.D.

III. Description

The Center conducts programs of training in rehabilitation research including training in research methodology and applied research experience. The goal of this training priority is to increase the number of qualified researchers working in the area of rehabilitation research. Multiple strategies are used to achieve this goal. Activities reflected below include both pre and in service training activities such as lectures, classes, seminars, internships, and workshops. Other strategies include applied research experience through the use of Center affiliates, scholars-in-residence, and postdoctoral experiences.

IV. Activities, Accomplishments, and Outcomes

During this reporting period 265.5 instructional hours were provided for 301 trainees in 29 programs/sessions. Below is a list of those activities.

Bolton, B. (8/22/94) Foundations of Meta-analysis. 1 instructional hour. 20 trainees. Fayetteville, AR.

Bolton, B. (11/17/94) Multivariate Analysis in Rehabilitation Research. 1 instructional hour. 9 trainees. Fayetteville, AR.

Bolton, B. (4/13/95) What is Multivariate Experimental Design? 2 instructional hours. 50 trainees. San Antonio, TX.

Bolton, B. (10/12/95) Rehabilitation Research-Measurement. 1 instructional hour. 12 trainees. Fayetteville, AR.

Bolton, B. (11/15/95) Rehabilitation Research - Multivariate Analysis. 3 instructional hours. 11 trainees. Fayetteville, AR.

Bolton, B. (4/4/96) Suppressor Effects in Canonical Correlation Analysis. 2 instructional hours. 38 trainees. Houston, TX.

Bolton, B. (5/10/96) Measurement of Empowerment. 1 instructional hour. 17 trainees. Madison, WI.

Farley, R.C. (12/1-2/94) Developing Research Proposals at Historically Black Colleges & Universities. 10 instructional hours. 28 trainees. Dallas, TX.

Neath, J. (9/8/94) The Employability Maturity Interview Administration & Scoring Procedures. 3 instructional hours. 8 trainees. Fayetteville, AR.

Neath, J. (9/23/94) Basics for Using MS DOS & Simple Statistical Programs. 3 instructional hours. 9 trainees. Fayetteville, AR.

Neath, J. (10/20/94) Measurement Applications. 3 instructional hours. 9 trainees. Fayetteville, AR.

Neath, J. (11/17/94) Multivariate Analysis. 3 instructional hours. 9 trainees. Fayetteville, AR.

Neath, J. (4/25/95) Development of a Scale of Social Disadvantage. 2 instructional hours. 12 trainees. Fayetteville, AR.

Neath, J. (9/26/95) Training in MS-DOS. 1.5 instructional hours. 2 trainees. Fayetteville, AR.

Neath, J. (11/15/95) Factor Analysis. 3 instructional hours. 11 trainees. Fayetteville, AR.

Parkerson, S. (1/23/95) Strategies for Conducting Research Follow-up. 3.5 instructional hours. 7 trainees. Hot Springs, AR.

Parkerson, S. (6/1/95) Exit Interview Training. 1 instructional hour. 2 trainees. Hot Springs, AR.

Parkerson, S. (6/9//95) Exit Interview Training. 1 instructional hour. 2 trainees. Hot Springs, AR.

Roessler, R. (7/11/95) Grant Writing Seminar. 1.5 instructional hours. 7 trainees. Fayetteville, AR.

Roessler, R. (Spring 1995) RHAB 6213: Advanced Psychosocial Aspects of Disability. 45 instructional hours. 3 trainees. Fayetteville, AR.

Roessler, R. (Spring 1995) RHAB 700V Dissertation Supervision.
11 instructional hours. 3 trainees. Fayetteville, AR.

Roessler, R. (Summer 1995) RHAB 700V Dissertation Supervision.
5 instructional hours. 3 trainees. Fayetteville, AR.

Roessler, R. (Fall 1995) RHAB 574V Internship. 9 instructional hours.
3 trainees. Fayetteville, AR.

Roessler, R. (Fall 1995) RHAB 700V Dissertation Supervision. 1 instructional hour. 1 trainee. Fayetteville, AR.

Roessler, R. (Fall 1995) RHAB 5363 Employee Relations and Placement.
45 instructional hours. 3 trainees. Fayetteville, AR.

Roessler, R. (Spring 96) RHAB 6233 Employer Practices and Interventions.
45 instructional hours. 7 trainees. Fayetteville, AR.

Roessler, R. (Spring 96) RHAB 6755 Doctoral Internship. 5 instructional hours.
1 trainee. Fayetteville, AR.

Schriner, K. (Spring 1995) RHAB 599V Research Seminar. 5 instructional hours.
8 trainees. Fayetteville, AR.

Schriner, K. (Fall 1995) RHAB 6203 Disability Policy in the United States.
48 instructional hours. 6 trainees. Fayetteville, AR.

* R. Roessler's accomplishments represent his joint assignment of Graduate Education, 75% and Rehabilitation Research & Training Center 25%.

I. Training Priority T9

A. Title: **Public Education Programs to Enhance Employment Preparation and Employment Outcomes**

B. Grant Application Reference: Pages 178 - 179

II. Faculty

Bob L. Means, Ph.D.
Robert L. Akridge, Ed.D.
Sandra Parkerson, B.S.

III. Description

Training activities within this priority area are directed at consumers with disabilities, their parents and other family members, guardians, advocates, significant others, and authorized representatives. Programs and activities are designed to meet the needs of specific groups and therefore will vary but will be designed to enhance empowerment, self-direction and advocacy as it relates to employability development and employment outcomes.

IV. Activities, Accomplishments, and Outcomes

During this reporting period 74 instructional hours were provided for 153 trainees in 14 programs/sessions. Below is a list of those activities.

Akridge, R.L. (12/15/94) Introduction to Peer Counseling. 1 instructional hour. 15 trainees. Hot Springs, AR.

Means, B.L. (9/26/94) Depression & Its Impact on Employment. 2 instructional hours. 20 trainees. Hot Springs, AR.

Means, B.L. (6/7/95) Coping With Stress. 1 instructional hour. 17 trainees. Hot Springs, AR.

Means, B.L. (9/13/95) Transition of Chronically Mentally Ill Clients into Community Support Services. 1 instructional hour. 7 trainees. Hot Springs, AR.

Means, B.L. (9/19-12/12/95) Weight Management and Its Impact on Employment. 12 instructional hours. 11 trainees. Hot Springs, AR.

Means, B.L. (1/31/96) The Psychology of Weight Management and Employment. 1 instructional hour. 20 trainees. Hot Springs, AR.

Means, B.L. (2/20/96) Life Career Weight Management. 3.5 instructional hours. 8 trainees. Hot Springs, AR.

Means, B.L. (2/6/96) Stress Coping Skills and Compliance. 1 instructional hour. 8 trainees. Hot Springs, AR.

Means, B.L. (9/19-12/12/95) Life Career Weight Management. 3.5 instructional hours. 15 trainees. Hot Springs, AR.

Parkerson, S.(2/6-10/95) Goal-setting & Program Planning. 20 instructional hours. 5 trainees. Hot Springs, AR.

Parkerson, S. (2/19/96) Program Planning and Development. 9 instructional hours. 6 trainees. Hot Springs, AR.

Parkerson, S. (3/11-22/96) Program Planning and Development. 9 instructional hours. 9 trainees. Hot Springs, AR.

Parkerson, S. (4/15-26/96) Program Planning and Development. 9 instructional hours. 5 trainees. Hot Springs, AR.

Rice, B.D. 8/15/94 Finding a Job. 1 instructional hour. 7 trainees. Hot Springs, AR.

Technical Assistance

The Technical Assistance Program is designed to provide individualized assistance to the Center's target audience to implement and utilize new information and products in a variety of settings. Varied methods are used to provide consultation and assistance. They include on-site technical assistance, teleconsultation, computer-assisted consultation, and mail technical assistance. Page 179 of the grant application describes the focus of the Center's activities in this area. Basically center faculty adhere to the model that learning occurs in three distinct phases: initial knowledge development, the transfer of that knowledge to mutual settings, and the maintenance of learning over time. It is the last two phases that technical assistance is directed.

The Center offers technical assistance and consultation in each of the Center's priority focus areas. During the current reporting period assistance was provided to a large number of individuals on a variety of employability development topics. Examples include: employability assessment and employment preparation planning, community collaboration, employment preparation strategies for facilities, schools, state and municipal agencies, empowerment strategies, the vocational rehabilitation process and research methodologies.

Service and Outreach

The Center's Service and Outreach program is designed to strengthen ties and expand cooperative and collaborative activities with its constituency groups. These cooperative and collaborative relationships represent a major strength of the Center and contribute to objectives two and three as well as all four goals.

Following is a brief description of examples of these relationships with local, state, regional, and national groups.

Consumer, Advocacy, and Service Organizations

The Center maintains relationships with numerous consumer organizations and groups involved in advocacy and direct service. Activities are carried out to influence their programs and to gain their perspectives and input about the Center's research, training, dissemination, and technical assistance activities.

During this reporting period, the Center worked directly with national, regional, state, and local disability organizations to ensure that Center efforts are consumer-directed. These organizations include the National Multiple Sclerosis Society, the Association of Higher Education and Disability, the Epilepsy Foundation of America, the Garland County Mental Health Association, two independent living centers, and the Arkansas chapter of the Lupus Foundation of America.

The Center also works closely with a number of service organizations at all levels, which include transition planning councils, transition systems change grantees across the country, other research and training centers, the Arkansas Department of Education, employment office, and the Veteran's Administration.

National Advisory Council

The Center maintains a National Advisory Council made up of people with disabilities, their families, service providers, policymakers, and scholars. People with disabilities and their families represent 55-65% of the Council membership. This group is involved in the Center's efforts throughout the research planning, implementation, dissemination, review, and evaluation phases of operation.

Arkansas Rehabilitation Services

The Center's cooperative organizational affiliation with the Arkansas Rehabilitation Services provides a direct linkage between the Center and the administration of the state agency. This organizational relationship facilitates the cooperative planning and conduct of relevant research and training activities and enhances their applicability and implementation. The Arkansas Rehabilitation Services is crucial to the applied research and training activities conducted by the Center. As a result of these project activities, and interrelationships fostered by the activities, faculty are in a position to provide timely technical assistance and/or serve as consultants to service providers. These cooperative relations with the state agency also permit faculty to remain informed and abreast of current trends, issues and/or developments related to the provision of rehabilitation services. This interaction has provided direction for a number of applied research projects conducted by the Center.

Professional Organizations

The RTC faculty participate in a wide variety of professional organizations. These include the Society for Disability Studies, the National Association of Rehabilitation Research and Training Centers, the Council of State Administrators in Vocational Rehabilitation, the National Rehabilitation Counseling Association, the National Rehabilitation Association, and the Association of Higher Education and Disability. Faculty involvement ranges from making presentations at annual meetings to serving as officers. These organizational affiliations afford opportunities for faculty to keep current with developments in the field, and to influence the development of new policies and practices designed to improve employment outcomes for people with disabilities.

The faculty also serve the academic and professional community through service to journals, including Rehabilitation Psychology, the Journal of Disability Policy Studies, Rehabilitation Education, and Computers in Human Behavior.

University of Arkansas Interdepartmental and Intradepartmental Efforts

The University of Arkansas system provides extensive resources for the Center. The Center is a program in the Department of Rehabilitation Education and Research in the College of Education. The Department offers comprehensive programs, including the Research and Training Center for Persons Who Are Deaf or Hard of Hearing, the Rehabilitation Graduate Education Program, the Regional Rehabilitation Continuing Education Program, and the Communication Disorder Program.

The Department of Rehabilitation Education and Research, established in 1976, offers graduate degrees (Masters and Doctoral) in rehabilitation, with specialties in vocational rehabilitation, independent living, deafness and hearing impairment, and undergraduate and graduate degrees in the Communication Disorders Program. Center faculty have the opportunity to present research findings to graduate students, influence the curriculum, and test products developed for university and continuing education. Faculty also take an active role in preparing doctoral-level researchers to conduct relevant research in rehabilitation and disability.

Located at the Hot Springs Rehabilitation Center, the Regional Rehabilitation Continuing Education Program (RRCEP) is one of the original programs established in 1974. Its mission is to provide a broad range of continuing education courses to personnel of VR agencies, rehabilitation facilities, independent living programs, client assistance projects, and Projects with Industry. The ARTCVR's affiliation with RRCEP facilitates the dissemination of Center products and the two organizations frequently collaborate on the delivery of training programs.

The RTC for Persons Who Are Deaf or Hard of Hearing (RT-31) began operations in October 1981. The close working relationship between the two RTCs enhances the activities of both programs. RT-31 is currently conducting research in the same general areas as those of the ARTCVR.

As a program in the College of Education, the Center also has interdisciplinary opportunities with programs in special education, vocational education, counseling education, sociology, psychology, and law.

Supplemental Projects

In addition to the research and training programs and projects proposed in the Center's grant application, the Center conducted three supplemental projects focusing on the following priority areas:

Supplemental Priority Area I. The Institute on Rehabilitation Issues organizes and directs an annual study institute on a rehabilitation topic, publishes the results, and distributes the manual to state vocational rehabilitation agencies.

Supplemental Priority Area II. This research initiative with Historically Black Colleges and Universities (HBCU) develops and conducts collaborative ventures with faculty from HBCUs designed to enhance the research capacity and increase the participation of faculty from HBCUs in disability and rehabilitation research.

Supplemental Priority Area III. This is a knowledge dissemination initiative focusing on the priority area of disability policy.

Three projects have been developed that address these three priorities. They are:

SPI: National Institute on Rehabilitation Issues

SPII: Enhancing the Research Capacity and Increasing the Participation of Historically Black Colleges and Universities in Disability and Rehabilitation Research

SPIII: Journal of Disability Policy Studies

This section provides information on these projects with current year accomplishments.

I. Supplemental Project SPI

A. Title: National Institute on Rehabilitation Issues (IRI)

B. Project Dates: August 5, 1994 - August 4, 1996

C. Project Status: Continuing

II. Faculty

A. Principal Investigator: Virginia Anne Johnson, Ed.D.

B. Other Project Staff: Roy C. Farley, Ed.D.
Sandra Parkerson, B.S.

III. Project Description

IRI is a process that has been in continuous operation since 1947--some 48 years. It is designed to develop training and resource materials for use by state rehabilitation agencies and related organizations on a topic of major concern as identified by the Rehabilitation Services Administration (RSA) and the Council of State Administrators in Vocational Rehabilitation (CSAVR). Three studies have been conducted collaboratively on an annual basis by the University of Arkansas Research and Training Center and the University of Wisconsin-Stout Research and Training Center (UWSRTC). In even years, ARTCVR has conducted two studies while UWSRTC sponsors one study and the annual meeting. In odd years, UWSRTC had two study groups and ARTCVR has assumed responsibility for one group and the annual meeting of the National Institute.

Documents are developed by each study group composed of knowledgeable rehabilitation professionals. Upon completion, these documents are distributed to rehabilitation agencies and organizations across the country.

IV. Progress Report

A. Activities, Accomplishments & Outcomes:

1. Accomplishments from August 5, 1994 - August 4, 1995.

a. Distributed 20th IRI The Name of the Game: Employment to state agencies, rehabilitation educators, research and training centers, RCEP's and others across the country.

b. Selected prime study group members for the 21st IRI studies sponsored by ARTCVR. 1) American Indian Rehabilitation Programs: Unmet

Needs and 2) Strategies to Enhance Job Retention and Career Advancement in Rehabilitation.

c. Completed all arrangements and conducted first meeting of Prime Study Groups. Issues to be addressed were identified and written assignments made for each member of the groups. Deadlines for completing assignments were established in order to provide time by each member of the groups to review and provide feedback at the second meeting.

d. Second meetings of each group were held to review the material developed. Each group provided the individual writer with feedback to be used in revising materials to be presented at the national meeting. Preliminary copies of the document were distributed to members of the Total Study Groups for review before the national meeting in Baltimore, Maryland, March 13-14, 1995.

e. Assisted University of Wisconsin - Stout Research and Training Center with arrangement for the national meeting in Baltimore.

f. Served as co-chair of both studies at the national meeting.

g. Assigned the topic of Use of Technology to Aid Clients in Employment for 22nd IRI. Named study group members and scheduled first meeting of the Prime Study Group.

h. Convened Editorial Committee to edit the 21st IRI studies in preparation for printing and dissemination.

i. Initiated literature search on the use of technology to aid clients in employment.

2. Accomplishments August 5, 1995- May 14, 1996.

a. Edited, printed and disseminated (1) Strategies to Enhance Job Retention and Career Advancement in Rehabilitation, and (2) American Indian Rehabilitation Programs: Unmet Needs.

b. Conference proposals for American Indian document submitted to and accepted by the Association for Higher Education and Disability (AHEAD) for the Southeast Regional Postsecondary Consortium Biennial Conference (PEC).

c. Selected Prime Study Group members for the 22nd IRI study sponsored by ARTCVR; Technology to Aid Clients in Employment.

d. Completed all arrangements and conducted first meeting of Prime Study Group. Issues to be addressed identified and written assignments made for each member of the groups. Deadlines for completing assignments established in order to provide time by each member of the groups to review and provide feedback at the second meeting.

e. Second meeting of the group was held to review material developed. Group provided individual writers with feedback to be used in revising materials to be presented at the national meeting. Preliminary copies of the document distributed to members of the Total Study Groups for review before the national meeting in New Orleans, LA March 4-6, 1996.

f. Made arrangements for the national meeting in New Orleans (i.e., marketing, registration, hotel accommodations, banquet, keynote speaker, executive committee meeting, reception).

g. Served as co-chair of the technology study at the national meeting.

h. Assigned two topics for the 23rd IRI: (1) Increasing Employment Outcomes, and (2) Removing Barriers to Effective Service Delivery. Solicited study group nominees from state agency directors.

i. Convened Editorial Committee to edit the 22nd IRI study in preparation for printing and dissemination.

j. Initiated literature search on 23rd IRI topics: streamlining and team building.

k. Presented concurrent session on Native American document to 48 participants at the April PEC conference.

l. Initiated database for marketing IRI documents and ARTCVR self-study program to all levels of state agency personnel.

m. Created self-study packets (i.e., instruction manual, examination, certificate, record form) for 13 IRI documents published by ARTCVR.

n. Collaborated with the Commission on Rehabilitation Counselor Certification to establish an amount and an award system for CRC credit related to the self-study program.

o. Developed, printed and disseminated IRI Program Overview and Catalogue of Publications containing (1) IRI background and origin, (2) former IRS/IRI topics, (3) self-study program, (4) catalogue of Institute publications, and (5) order forms.

p. Collaborated with RSA liaison to transfer 23rd IRI activities and complete 22nd IRI document.

B. Unanticipated Problems and Project Changes.

1. Douglas Rice's retirement lead to Virginia Anne Johnson's addition as Principal Investigator (Aug. 95 - May 96).

2. RSA administrative and funding changes resulted in discontinuation of 23rd IRI activities (May 96).

I. Supplemental Project SPII

A. Title: Enhancing the Research Capacity and Increasing the Participation of Historically Black Colleges and Universities in Disability and Rehabilitation Research

B. Project Dates: August 5, 1993 - August 4, 1998

C. Project Status: Continuing

II. Faculty

A. Principal Investigator: Robert Akridge, Ed.D., RTC
Hazel Linton, Ph.D., UAPB

B. Co-investigator: Roy C. Farley, RTC
Glenda Kennedy, Ed.D., UAPB
Johnny Thomas, Ed.D., UAPB

III. Project Description

This project is designed to enhance the research capacity and increase the participation of historically Black colleges and universities in disability and rehabilitation research. Specific objectives are to (a) increase the research skills of individuals from minority backgrounds in conducting disability and rehabilitation research, (b) increase the participation of faculty from historically Black colleges and universities in conducting disability and rehabilitation research, and (c) increase the participation of historically Black colleges and universities in competitions for grants, contracts, and cooperative agreements under Title II of the Rehabilitation Act.

IV. Progress Report

A. Activities, Accomplishments & Outcomes:

1. Meetings were conducted with RTC faculty from UAPB, (University of Arkansas at Pine Bluff) a historically Black college and university, to overview project and formulate collaborative efforts.

2. RTC project staff provided technical assistance as needed for the UAPB project staff to complete the research study focusing on career decision skills of individuals with disabilities from minority backgrounds.

3. Results of the study were published in a research report developed by the UAPB staff and disseminated by the RTC.

4. RTC staff assisted with the development of a second UAPB research team and provided training and technical assistance as needed for the team to implement a second research study.

5. RTC staff provided technical assistance to the UAPB team in developing a field - initiated research proposal which was submitted to NIDRR for funding.

6. Project staff in collaboration with the Region VI Rehabilitation Continuing Education Program, presented a two day workshop in Dallas, Texas on Developing Research Proposals for Region VI Historically Black Colleges and Universities.

7. Technical assistance and follow-up was provided to interested participants following the conference.

8. RTC staff met with UAPB team at UAPB to help finalize report from second research project referred to in item 4 above. Also brainstormed future collaborative goals at this meeting.

B. Unanticipated Problems and Project Changes

None

I. Supplemental Project SPIII

A. Title: Journal of Disability Policy Studies

B. Dates: August 5, 1994 - August 4, 1998

C. Project Status: Continuing

II. Faculty

A. Principal Investigator: Kay Schriner, Ph.D.

III. Project Description

The objective of this project is to provide a vehicle for disseminating new knowledge related to disability policy. The publication of the Journal of Disability Policy Studies provides an avenue to disseminate the research of leading scholars in the disability policy. Disseminating timely and relevant information about promising policy approaches has a significant impact by describing and evaluating public policy affecting the lives of people with disabilities.

IV. Progress Report

A. Activities, Accomplishments & Outcomes:

During this reporting period, the following were published:

Volume 5, No. 1, September, 1994
Volume 5, No. 2, January, 1995
Volume 6, No. 1, June, 1995
Volume 6, No. 2, December, 1995.

These issues contained the work of Drew Batavia, David Mank, Tom Seekins, and other scholars in such areas as supported employment, vocational rehabilitation policies toward self-employment, and Social Security reform.

B. Unanticipated Problems and Program Changes

None

Customer/Constituent Feedback

The Center uses multiple strategies to assure quality control in all of its activities and to achieve accountability to its target audience. Adopting a customer- oriented approach, ongoing feedback is sought about center activities and products. One method used is to survey customer reaction in terms of their use of information generated by the research programs, how helpful it is, how satisfied they are with it, and its impact on the lives of people with disabilities.

During this reporting period information and products were disseminated to the target audience in a variety of ways. Two major strategies involved (1) training programs designed to disseminate information and promote its utilization in real world settings and (2) direct mail dissemination utilizing The Materials Development and Dissemination Center. Following is feedback obtained from a sample of recipients of training programs and products developed by the Research and Training Center.

Usefulness

76% of the sample receiving products and materials from the Research and Training Center report they use the information in the delivery of services or in their daily living. 41% also share the products with others thus extending their use.

100% of participants in training programs report they will use information from the training with 75% reporting they will use it in their work or daily living and 55% report they will share information with others.

Helpfulness

99% of the sample receiving products report they find the information helpful. 80% report the products increase their knowledge and skills in the employment area. 78% report the products improve their service delivery system and help them to more effectively and efficiently provide employment service.

100% of participants in training programs report they find the training helpful. 71% report it increased their knowledge and skill and access to and use of new information. 73% report that the training will improve the service delivery system and help them to more effectively and efficiently provide employment services.

Satisfaction

Using a scale from 1 = very dissatisfied to 10 = very satisfied, recipients of products and material reported an average rating of 8.4. Participants of training programs reported an average satisfaction rating of 8.7.

Impact on the lives of people with disabilities

94% of the sample receiving products and materials report that use of the products will benefit consumers in the employment area. 80% report that the products increase consumer employment skills and knowledge of the work world. 75% report consumers will benefit from access to a more improved service delivery system and more knowledgeable and skilled service providers. 47% report consumers improve their potential for employment and obtain an improved employment status.

100% of participants receiving training report consumers will benefit in employment from their attendance at the program and use of the information obtained. 41% report consumers will benefit from an increased access to employment information.

55% report consumers will have access to an improved service delivery system and more knowledgeable and skilled service provider. 63% report consumers will improve their potential for employment and employment status.

Supplemental Information/Changes

Supplemental Information/Changes

This section summarizes changes that have occurred in the Center that were not part of the initial application. For the most part, activities continue to be carried out as proposed in the research, training, dissemination, and technical assistance programs.

A few changes were made in proposed research projects during this reporting period. Most were minor and none limited the Center in achieving its goals and objectives. Minor changes, primarily dealing with timelines and data collection, were made in projects R-IB, R-IC, and R-IIB. More substantial changes were made in projects R-IID, R-IIIB, R-IVD, and R-VE. These changes are detailed in the research project progress reports found on pages 13-60.

The Center received supplemental funding to conduct three additional projects that were not proposed in the grant application. Details are provided in the section on Supplemental Projects on pages 100-107. These projects allowed the Center to extend its activities related to all three of its objectives.

The Institute of Rehabilitation Issues allowed the Center to generate new knowledge on current issues identified by rehabilitation practitioners, disseminate the information to a wide audience, and facilitate its utilization in service settings.

The research initiative with historically Black colleges and universities allowed the Center to increase its activities in preparing individuals from minority backgrounds to more effectively participate in disability and rehabilitation research.

The project related to the Journal of Disability Policy Studies extends the Center's dissemination of new knowledge in the important area of policy related to disability issues.

During this reporting period a number of changes have been made in personnel, none of them interfering with the ability of the Center in meeting its objectives. Dr. Douglas Rice retired in August 1995 and Dr. Virginia Johnson replaced him. Dr. Kay Schriner replaced Dr. Brian Bolton as Research Director and Dr. Bolton increased his time in research. Dr. Bob Means was appointed Coordinator of Training, Dissemination, and Technical Assistance.

Faculty, Staff &
National Advisory Council

Faculty and Staff

Faculty

Roy C. Farley, Ed.D., Professor and Director
Kay Schriner, Ph.D., Research Professor and Coordinator of Research
Bob L. Means, Ph.D., Professor and Coordinator of Training, Dissemination, and Technical Assistance
Robert L. Akridge, Ed.D., Professor
Brian Bolton, Ph.D., University Professor
Virginia Anne Johnson, Ed.D., Research Assistant Professor
Jeanne Neath, Ph.D., Research Assistant Professor
B. Douglas Rice, Ed.D., Professor
Richard Roessler, Ph.D., University Professor

Staff

Chyrel Banks, Accounting Supervisor
Mary Drevdahl, Program Specialist
Patty George, Data Entry Operator
Janice Irwin, Administrative Assistant
Anita Owen, Secretary
Sandra Parkerson, Program Specialist
Pam Vaught, Dissemination Clerk
Rasa Myers, Secretary

Center faculty have from 15 to 30 years experience in the area of vocational rehabilitation and employment. 75% have disabilities, are family members of a person with a disability, or are from traditional underrepresented groups. They have devoted the major portion of their professional careers to conducting applied rehabilitation research, translating research findings into strategies that facilitate practical application, disseminating findings to a wide audience, and providing technical assistance to facilitate utilization. All are nationally recognized experts in the field of rehabilitation.

National Advisory Council

Dr. Brantley Cagle, Chair
Mr. Richard Drach, Vice-Chair
Ms. Sue Gunn
Mr. Dan Hopkins
Mr. Larry Johnson
Mr. Vernon Arrell
Mr. Jerry Dunlap
Mr. James Hudson
Ms. Julie Clay
Mr. Scott Bowman
Dr. Sun-Hwan Chu
Mr. Joe Loerance Deaver
Mr. Aldon Mury
Mr. Bobby Simpson
Mr. Terry Brigance

The Center Advisory Council is made up of representatives of the Center constituency groups and target audience. Members represent individuals with disabilities, service providers, and scholars and educators. 80% have disabilities and/or are members of minority populations. They provide guidance to the RTC on all phases of the research process including planning, implementation, dissemination, monitoring, and evaluation.

During this reporting period three members have left the Council due to retirement and health reasons.